STATE BOARD OF EDUCATION MEETING
April 20-21, 2022
University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

Public Streaming: https://www.uidaho.edu/news/ui-live

Wednesday, April 20, 2022 – 9:00 a.m. (Pacific Time), 10:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item

CONSENT

BAHR

1. FY2023 Appropriations – Action Item
2. FY2023 Opportunity Scholarship – Educational Costs – Action Item
3. Boise State University – Fourteen (14) Online Program Fees – Action Item
4. Boise State University – Dining Services Agreement – Action Item
5. Boise State University – Marketing Services Master Agreement – Action Item
6. Idaho State University – Ellucian Contract Renewal – Action Item
7. Idaho Public Television – Friends of IPTV Operating Agreement – Update – Action Item

IRSA

8. Boise State University - Online Bachelor of Science, Advanced Medical Imaging – Action Item
9. Statewide Program Responsibilities – University of Idaho Program Name Changes – Action Item
10. General Education Committee Appointments – Action Item

PPGA

11. Indian Education Committee Appointments – Action Item
12. Idaho State University – Facility Naming – College of Pharmacy – Action Item

SDE

13. Emergency Provision Certificates – Action Item

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14. Professional Standards Commission Appointments – Action Item
15. Safety Busing – Approval to Transport Students Less than 1½ Miles – Action Item
16. Adoption of Praxis II Tests and Qualifying Scores for Content Assessments – Action Item

UNIVERSITY OF IDAHO BOARD OF REGENTS

UNIVERSITY OF IDAHO COMMUNITY FORUM – Information Item

1. UI Employees address the Board
2. UI Students address the Board

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho - Annual Report – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – FALCON Supercomputer Agreements – Information Item

INSTRUCTON, RESEARCH AND STUDENT AFFAIRS

1. Degrees Outside Traditional Institutional Offerings – Action Item
2. University of Idaho – Associate of Science in Forest Nursery Management and Technology – Action Item
3. University of Idaho – Associate of Science in Forest Operations and Technology – Action Item
4. University of Idaho – Associate of Science in Wildland Fuel and Fire Technology – Action Item

WORK SESSION (Time Certain 1:00 pm)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Institution and Agencies Strategic Planning – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

B. FY2023 Tuition and Fees – Action Item

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Teacher Mentor Program Update – Information Item
3. Federal Coronavirus Relief K-12 Funding Update – Information Item
4. Elementary Secondary Education Act – Consolidated State Plan Addendum - Action Item

EXECUTIVE SESSION - Action Item to go into Executive Session – No action taken in Executive Session

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

Boise State University

2. To go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code, "to acquire an interest in real property which is not owned by a public agency" and Section 74-206(1)(d), Idaho Code "to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code."

Thursday, April 21, 2022 – 8:00 a.m. (Pacific Time) 9:00 a.m. (Mountain Time)

OPEN FORUM

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Public Television – Annual Report – Information Item
3. Idaho Digital Learning Academy – Annual Report – Information Item
4. 2022 Legislative Update – Information Item
5. Board Policy – Bylaws – Second Reading – Action Item
6. Board Policy – I.P. Indian Education Committee – Second Reading – Action Item
7. Accountability Oversight Committee – Annual Report and Recommendations – Information Item
8. Educator Pipeline Report - Update – Information Item
9. School Districts Trustee Zone Boundaries Approval – Action Item
10. Temporary Rule – IDAPA 08.02.01 – Enrollment Reporting – Action Item
11. Another Choice Virtual Charter School – Nonrenewal Appeal – Hearing Officer Appointment - Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

2. Intercollegiate Athletics – FY2021 Revenue and Expenses Reports – Information Item
3. Intercollegiate Athletics – FY2021-2022 Compensation Reports – Information Item
4. Intercollegiate Athletics – FY2022 Gender Equity Reports – Information Item
5. FY2024 Budget Guidelines – Action Item
6. Boise State University – Issuance of 2022 General Revenue Refunding Bonds – Action Item
7. Boise State University – Professional Fee – Master of Athletics Training Program – Action Item
8. Boise State University – Program Fee – Associate of Arts/Associate of Science – Action Item
9. Boise State University – Construction Management Project Authorization – Action Item
10. Boise State University – Stadium Video Board Project – Gift Agreement/ Construction/Naming – Action Item
11. Idaho State University – Professional Fee – Sign Language Interpreting Program – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

5. Program Progress Reports – Information Item

ELECTION OF OFFICERS

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

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BOARDWORK
APRIL 20, 2022

1. Agenda Approval

   Changes or additions to the agenda.

   BOARD ACTION
   I move to approve the agenda as posted.

2. Minutes Approval

   BOARD ACTION
   I move to approve the minutes for the February 17, 2022, Regular Board Meeting and the March 3, 2022, Special Board Meeting.

3. Rolling Calendar

   BOARD ACTION
   I move to set April 26-27, 2023, as the date and the University of Idaho as the location for the April 2023 regularly scheduled Board Meeting.

DRAFT

STATE BOARD OF EDUCATION MEETING
February 17, 2022
Boise State University
Simplot Ballroom
Student Union Building
Boise ID 83706

A regular meeting of the Idaho State Board of Education was held at Boise State University February 17, 2022. Board President Kurt Liebich presided and called the meeting to order at 8:00 a.m. (MT).

Present

Kurt Liebich, President
Dr. Dave Hill, Vice-President
Dr. Linda Clark, Secretary
Shawn Keough
William G. Gilbert, Jr.
Cally Roach
Cindy Siddoway
Sherri Ybarra, State Superintendent

Absent

None

Thursday, February 17, 2022 – 8:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval – Action Item

BOARD ACTION

M/S (Hill / Clark) I move to amend the agenda for this meeting pursuant to Idaho Code section 74-204 (c) to make Tab 2 of the State Department of Education's agenda an action item instead of an information item as shown on the agenda. A roll call vote was taken, and the motion carried 8-0.

Dr. Hill further clarified; **Let the minutes reflect the good faith reason to change this item from how it was listed on the original agenda posting is as follows: Final ESSER data reporting requirements were received from the U.S. Department of Education on February 9th. The State Department of Education developed a proposal for working with LEAs to help with reporting and meeting the federal monitoring and state reporting requirements. The Board President was not able to meet until the afternoon of February 16th to discuss these reporting**

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DRAFT

requirements and staff needs to assist LEAs in fulfilling these requirements, and the time sensitive nature of Board action. Since time is of the essence, it was determined it was in the best interest of the state for the Board to take action at this meeting.

2. Minutes Review / Approval – Action Item

BOARD ACTION
M/S (Hill / Roach) I move to approve the minutes for the December 15, 2021, Regular Board Meeting, the January 6, 2022, Special Board Meeting and the January 13, 2022, Special Board Meeting. A roll call vote was taken, and the motion carried 8-0.

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Hill / Gilbert) I move to set February 15-16, 2023, as the date and Boise State University as the location for the February 2023 regularly scheduled Board Meeting. A roll call vote was taken, and the motion carried 8-0.

CONSENT

BAHR

1. Boise State University - Online Program Fee for Certificate in Interventional Radiology and Interventional Cardiology – Action Item
2. Boise State University - Online Program Fee for Certificate in Resort Operations and Hospitality Management – Action Item
3. Boise State University – Multi-Year Lease to T-Mobile for Mobile Communications Antenna – Action Item
4. Idaho State University - Online Program Fee for Master of Science in Clinical Psychopharmacology – Action Item
5. University of Idaho – In-Time Tech Service Contract – Action Item

PPGA

6. Indian Education Committee Appointment – Action Item
7. STEM Action Center – STEM School Designation – Action Item
8. Boise State University – Facility Naming – Action Item

SDE

9. Emergency Provisional Certificates – Action Item

BOARD ACTION
M/S (Hill / Roach) I move to approve the consent agenda. A roll call vote was taken, and the motion carried 8-0.

OPEN FORUM

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Jeremy Graves spoke on BSU's Community Impact Program which incorporates a deep connection between community, faculty, and students through a combination of off-campus experiences and accessible online education.

Tim Dunnagan spoke about BSU's Value-Based Health Care, a 17-week online certificate program for those in healthcare who are interested in making the transition from volume to value-based payment arrangements.

Ed Vasko spoke about BSU's Cybersecurity Program offered in certification courses, full undergraduate and graduate degree programs.

Eluterio Escamilla talked about BSU's Veteran Services Center which helps members of the military transition to university life.

Leslie Durham spoke on BSU's Stein Luminary, an all-digital museum space open for small group reservations and BSU classes.

Kelly Myers spoke on BSU's Bronco Gap Year which supports students in defining, planning, and pursuing individual goals and projects; because, every project is unique.

Nicolas Miller spoke about BSU's Venture College which offers programs which build skills and instill an entrepreneurial mindset to pursue new ideas and launch ventures.

HP Marshall spoke about BSU's Snow Research opportunity. With 70 percent of Boise and Idaho's water supply coming from snow fall the world depends on snowpack and snow melt for everything from hydropower to agriculture production.

WORK SESSION

Planning, Policy and Government Affairs

1. Financial Literacy

Dr. Clark said from time to time, the Board receives requests to consider adding a high school graduation requirement specific to a minimum number of credits required in Financial Literacy. For today's work session representatives from CapEd Credit Union, Idaho Central Credit Union and Junior Achievement will address the Board concerning how they are reaching out to students to help them with their financial literacy.

Tracie Bent, Chief Policy, Planning and Governmental Affairs Officer, Idaho State Board of Education said most Idaho schools have a financial literacy requirement for graduating seniors. Financial literacy has been part of the Idaho content standards since 1997. Students are required to earn a minimum of five credits in social studies; one of those credits must be in economics to graduate from high school. Financial

literacy is identified as part of the social studies – economics standards and often incorporated into applied mathematics courses as well by school districts and charter schools.

Board President Liebich asked if an assessment was in place to ascertain how many students graduate with some degree of financial literacy. Ms. Bent said there was no assessment in place to show the number of students who have financial literacy, what we can show is how many students are taking courses identified as standalone financial literacy courses. While school districts and charter schools are required to assess students against all of the Idaho content standards we only assess mathematics, English language arts and science at the state level.

Todd Christensen, Chief Marketing Officer for CapEd Credit Union began by mentioning the Rise group (risetvep.org) which has conducted annual surveys with graduating seniors and 78 percent of seniors reported they wished they had been given more training in financial literacy prior to graduation. Mr. Christensen highlighted two programs that CapEd offers. One is called 'It's a Money Thing' which is a series of 40 animated video's which walk students through building a budget, learning loan basics, breakdown of a credit score and its importance, and how to read a credit report.

Lisa Hamilton, Business Development Specialist, CapEd Credit Union, highlighted the 'Mad City Money' program geared toward middle and high school students. Students receive a workbook and are given jobs, income, a family, and credit card debt. They are then paced through simulations in paying their bills and creating a budget. The 1.5-to-2.5-hour simulation is free for students and all materials, volunteers and facilitators are provided by CapEd Credit Union.

Dr. Clark asked how many students have been involved in these programs. Mr. Christensen said for the Mad City Money program typically 10 classes are held a year so around 150 students. On the It's a Money Thing program 200 educators have used this program inside their classroom.

Mrs. Roach asked which areas of Idaho are being served by these programs. Mr. Christensen said the Mad City Money program is mostly here in the Treasure Valley (regions 3 and 4). It's a Money Thing is available to educators across the state. Mrs. Roach asked how these programs were being marketed to the schools. Mr. Christensen said Ms. Hamilton leads a team of brand engagement specialists who go into the education community sharing these programs with them.

Michael Watson, Chief Marketing Officer, Idaho Central Credit Union, spoke about ICCU's partnership with digital financial literacy platform Stukent which is a full-blown semester long simulation for students where they are taught budgeting, paying bills, buying insurance, and more. Currently 183 schools are signed up, 78 percent of Idaho students have access, 112 teachers are currently using the program and in the first two

weeks of Spring 2022 over 500 students have accessed the program. This program is also available free of charge to any high school in Idaho thanks to the grant from ICCU.

Board President Liebich asked if there was any data on which types of teachers were accessing the program for their students. Mr. Watson said most are economics and math instructors. Board President Liebich asked how we can replicate the great ideas happening across the state, such as Stukent, to benefit students in rural areas of Idaho as well as in major cities. Mr. Watson said it's word of mouth from teachers who are helping to spread the word about how great a program this is for the students.

Dr. Clark asked if the students accessing this program are scattered across the state or are they localized. Mr. Watson said they are seeing people from across the state accessing this program. Mrs. Roach said while ICCU continues to track the data for students who finish this program, it will be interesting to see the impact it has on them down the road. Mr. Watson said ICCU is still planning to track the progress of the students after completion. He also said ICCU will fund this program for 5 years, and they are two years into it, but after that the hope is that the schools who love using it will continue to fund it. He also reported that ninety-four percent of the students who have gone through the MIMIC program can pass a financial literacy test.

Ashley Jackson, Education/Program Manager, Junior Achievement, started by saying that last year Junior Achievement was able to serve almost 10,000 students in Idaho. They reach out to students in K-12. They are also the world's largest business / education partnership, and they are the number one financial literacy program in school districts across the country. Fifty-one percent of Junior Achievement alumni report going into the same field as one of the program volunteers. Junior Achievement in Idaho services students in regions 3-6.

Mrs. Roach said Future Farmers of America (FFA) and 4-H also offer entrepreneurial programs for all ages. For instance, in FFA there is a supervised agricultural experience and to achieve a state degree award you must start your own business. Mrs. Roach asked if one of the higher education institutions could address how they are helping students with their student debt. No answer was readily available, but several schools promised to get information to the Board.

Superintendent Ybarra mentioned a program called PERK to help students be financially literate and she would like to have a discussion at a future point about where and how to highlight the programs and curriculum available for students which are already in place. Many parents do not know where to look for this information so a more streamlined process, or a better communication tool, for where to find a financial literacy program would be helpful for both parents and students.

Ms. Bent said the Board has several ways to impact what is taught in schools. The most common way is through administrative rule where the Board sets:

- Content standards

DRAFT

- Minimum areas of required instruction by grade level
- High school graduation requirements

Ms. Bent mentioned each of these things to help the Board recognize the tools they have at their disposal.

There were no further comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 9:30 a.m. (MT)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report – Information Item

Dr. Marlene Tromp, President, Boise State University, gave the annual BSU update to the Board.
Highlights of her presentation were the following.

- Nearly 5,000 students received 6,162 degrees and certificates in 2020-2021.
- BSU serves more than 33,000 students annually.
- BSU has seen a fifty-five percent increase in baccalaureate graduates since 2010.
- BSU confers more than half of all bachelor's degrees from public institutions in Idaho.
- BSU's laser lab is literally one of kind in the world and the research being done could potentially change quantum computing.
- BSU will soon have a school of the environment.
- Five goals for BSU moving forward post-pandemic are.
    - Improve Educational Access and Student Success
    - Innovation for Institutional Impact
    - Advance Research and Create Activity
    - Foster Thriving Community
    - Trailblaze Programs and Partnerships
- BSU is actively reaching out to new student populations via their Community Impact Program. Records show twenty-six percent of people in Idaho have some college but no degree.
- BSU has opened Retention and Academic success programs to help first-generation students; facilitate student transition and family connections, created the student success and mentorship coordinator, grants for veterans and students with disabilities.
- Veteran Student Success
    - BSU serves 1200 veteran students
    - BS has a one-stop support center for veterans, one of only 16 in the nation and the only one in Idaho
    - Offers military tuition assistance
    - Has an Air Force general education mobile initiative in the works

Board President Liebich said it was encouraging to see how much BSU is aligning resources and leadership to obtain their goals and objectives which also align with the Board's strategic plan. Dr. Clark said she also appreciates how all the universities are aligning with the CCA initiatives. Data from the universities supports the Board's thoughts that these initiatives could be game changers.

There were no further comments or questions from the Board.

2. Idaho Division of Career Technical Education – Annual Report – Information Item

Dr. Clay Long, Administrator, Idaho Division of Career Technical Education (CTE) gave his annual report to the Board.
Highlights from his presentation are.

- The Division of Career Technical Education provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately $46.7M in funding for postsecondary programs, $17.5M for secondary and general programs and an additional $6.8M toward related programs such as adult education, workforce training centers, and apprenticeship programs in addition to career technical educator training and development.
- CTE's mission prepares Idaho youth and adults for high-skill, in-demand careers achievable through five program areas: CTE leadership and administration, secondary and general programs, post-secondary programs, educator services and related programs.
- There are 149 school districts offering CTE programs throughout Idaho, 17 career technical schools and just under 19,000 students being served.
- Over the past 5 years there has been a twenty-five percent growth in secondary programs and just over 66,000 students enrolled in CTE programs throughout the state in just the last school year.
- Ninety-four percent of CTE concentrators graduate from high school verses eighty-two percent of all high school graduates in the state.
- Forty-nine percent of CTE concentrators go on to college verses thirty-eight percent of general student graduates.
- CTE programs are offered through four technical colleges at community colleges and two technical colleges at four-year colleges.
- Last year 1744 degrees / certificates were awarded which is a nine percent increase over the previous year.
- Ninety-one percent of technical college completers found jobs, continued their education, or went into the military.
- Ninety percent obtained employment related to their CTE training.
- For the 5,300 students enrolled, 3,000 of which are full-time students, they earned 91,929 credits while enrolled in 297 CTE programs.

- There was a fourteen percent growth in students served via the workforce training center; through fire service training; and 2900 students in the adult education programs.

Dr. Long said looking forward CTE has five overarching goals:

1. Enhancing professional development and program recognition opportunities.
2. Streamlining the CTE educator certification process.
3. Facilitating regional relationships, program support, and employer engagement.
4. Establishing a program prioritization model and standards that support state and regional employer needs.
5. Ensuring their services support their customers' needs.

Dr. Long mentioned one of the challenges CTE faces is that while these second-tier programs are approved they are not fully funded. Governor Little has made a recommendation to invest $10 million dollars into career technical education, and that investment will help in overcoming some of these challenges.

Dr. Hill asked what was the reasoning that some of the school districts did not take advantage of the program of study path. Dr. Long said the districts thought the amount of work involved to be eligible was too much. The second concern many of them expressed was in making the move to programs of study from a cluster program, with the accountability and assessment metrics that they would need to meet.

Dr. Hill asked Dr. Long to explain the difference between a program of study and a cluster program. Dr. Long said, a program of study is a sequential program which starts as a three- or four-year program where everything builds from year-to-year culminating in a capstone course and then a technical skills assessment. A cluster program is an option for districts where they have a grouping of closely related programs that share common compliance requirements.

Dr. Hill asked for more information on the regional feedback mechanisms. Dr. Long said the advisory committee they have created is made up of superintendents with and without CTE programs, in both rural and urban areas and industry and employers.

Mrs. Keough asked two questions. How is the employer outreach conducted, and in what fields are the microcertifications from the over 18,000 SkillStack students? Dr. Long said anyone who employs someone is a stakeholder. CTE reaches out to all of them to get feedback. Every program in the state has an advisory committee and those committees then take that data and make suggestions on what needs to change in CTE offerings. As for the information concerning SkillStack he will have someone in his office run the numbers to give a more specific look at which fields students are earning microcertifications in and communicate that information to the Board.

Mr. Gilbert asked what the program prioritization looks like for CTE. Dr. Long said just this year CTE looked at the labor data and determined what the anticipated growth was, what was the current demand for certain jobs and where did the data land on the most in-demand jobs in the state.

Superintendent Ybarra asked about the public's perception concerning vocational rehabilitation and CTE, since many parents express dismay that Idaho is not offering these courses, and she must tell them that Idaho is. How do we respond to parents? Dr. Long said many students are taking CTE courses and they just do not know it. Just last year CTE's communication team completed a comprehensive communication audit to look at what are we doing, how are we doing it and how is their message being received. Their next task will be to develop a marketing plan. Superintendent Ybarra asked if CTE and SDE could team up to get the message out through a combined marketing plan. Dr. Long said that joint effort was definitely something that could be explored further.

Dr. Hill asked about the role of the advisor in high school. Is there anything specifically being sent to the advisors concerning CTE. Dr. Long said they are sending communications to career advisors, career counselors or even general counselors with the narrative to show them a path for a student to be on that can help them get to their career goal. Dr. Clark asked if there was any data on how many districts have career advisers in addition to general counselors. Ms. Bent said a couple of years ago the data showed that there were around 200 students per counselor. Dr. Clark expressed that it was beneficial for there to be career counselors in every school, as well as general counselors.

Mrs. Roach said the College of Southern Idaho has a program where they reach into the local high schools and assist the counselors with student career development.

There were no further comments or questions from the Board.

3. Idaho Public Charter School Commission – Annual Report – Information Item

Jenn Thompson, Director, Idaho Public Charter School Commission, gave the commissions annual report. The Idaho Charter School Commission (IPCSC) is composed of seven Governor-appointed commissioners, and they serve as authorizer for 57 operating charter schools and 6 pre-operational schools in Idaho. Currently, only the Commission and local boards of trustees have authorized public charter schools in Idaho. The authorized chartering entity of a charter school is responsible for executing a performance certificate that sets forth the academic and operational performance expectations and measures by which the charter school's performance will be judged and used in consideration of renewal or non-renewal.

Their mission of cultivating exemplary charter schools reminds them that their day-to-day tasks are in service of students and families. They envision a healthy charter

school which uses Quality, Autonomy, Accountability, Compliance and Advocacy as key terms to help them meet their goal of helping Idaho's charter schools continue to thrive.

Ms. Thompson gave the following updates:

- Eight percent of Idaho students select charter schools.
- There are 29,049 students served by charter schools in Idaho.
- Charter schools are free and open to the public.
- Proficiency in Math, ELA and IRI are used as metrics to see how the charter schools are meeting the needs of the students.
- Minimum expectations for charter schools are that they perform as well or better than the average of its peers.
- In some cases when the student population is markedly dissimilar to the district, a custom comparison group was identified based on schools with similar percentages of student groups, such as economically disadvantages or special education.
- Each year, IPCSC provides an annual performance report to each school. These individual reports are made available to the public on their website. Schools are encouraged to use this information to form their strategic planning process each year.
- A school that meets all standards at renewal is guaranteed another five-year term of operations. On the other hand, a school that does not meet the minimum standard on one or more measure (academic, operational, or financial) is not guaranteed a next operating term.
- IPCSC has implemented four measures to help students who are considered to be at-risk:
    - Math and ELA content mastery. This measure acknowledges that a student enrolled in 8th grade may not perform well on the 8th grade ISAT assessment if his or her skills are at the 6th grade level. However, if that student mastered the content (earned full credit) in the next course in his/her own academic progression, that success should be noted for the student and the school.
    - Progress Toward Graduation. For students who are at-risk of failing to graduate, it is crucial to ensure that they earn enough credits while enrolled at a school to not fall further behind, regardless of whether they are enrolled for the whole school year or only one grading term. The 9-12 progress toward graduation measure considers whether a student successfully completed at least as many credits as expected during the time they attended the charter school.
    - Additional Graduates. At-risk students are a more mobile population and generally enroll in several high schools throughout their high school career, ACGR alone does not sufficiently help us understand whether an alternative school is serving students well. This additional graduation measure allows the IPCSC to consider the percentage of students who were in enrolled as 12th grade students and graduated, regardless of when the student should have graduated. As this measure includes

students who may be in their 6th or 7th year of high school, this measure provides a clearer "data story" for at-risk students and the schools that serve them.

- Part of IPCSC's scope is to look at the financial health of any charter school. If a charter school is going to close it is mostly due to financial issues, but they also look for any underlying issues such as poor stewardship as a root cause.

Mrs. Keough asked for clarification. Is it true this report does not include the school district authorized charters? Ms. Thompson said that was correct. Mrs. Keough asked about the report as presented since not all 57 schools had testing data. Ms. Thompson said not all the charter schools have all the grades. For instance, some only have a high school and therefore will not have an IRI score on the chart.

Mr. Gilbert asked how IPCSC was going to include the growth in a cohort score and what is the process for schools who are under performing relative to comparative charters schools. Ms. Thompson said the charter commission's framework is regulated by statute. They must evaluate proficiency and growth as they are reported. The commission's decisions to evaluate a school must be based on this data. Last year a bill passed the legislature that removed IPCSC's mission specific goals so those cannot be used to evaluate a charter school.

Superintendent Ybarra stated that there are 68 charter schools in Idaho now and some are not on the list because they may be too small or are not part of IPCSCs list. However, they are still charged with following the accountability model as set forth by the State Board of Education. Ms. Thompson said there are around 15 charter schools not part of IPCSC.

Ms. Thomson reiterated that the list only included charter schools authorized by the Commission and was not based on the size of the school.

Board President Liebich asked how many charter schools were in urban verses rural districts. Ms. Thompson said there are very few charter schools in rural areas.

There were no further comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 11:20 a.m. (MT).

4. Legislative Update – Action Item

Tracie Bent, Chief Policy, Planning and Governmental Affairs officer reviewed the legislation brought forward for this Legislative session. The following legislation includes not only education related legislation but also bills that impact state agencies or institutions under the Board.

The following legislative bills were mentioned to keep the Board informed.

DRAFT

- HB 461 which will expand the Armed Forces scholarship
- HB 533 which will allow for individuals who have been awarded the master educator premium to continue to receive those premiums
- HB 645 references community college trustee zones and to make sure the individual lives in the school district
- HB 649 and 650 concern curriculum development and addresses that no CRT is part of the curriculum
- HB 654 amends existing law to authorize certain professionals to work as school counselors
- S 1255 the empowering parents grant is quickly moving through the Legislature and would provide one-time federal funding to establish and administer this program

The following legislative bills were mentioned in case the Board decided to take action.

S 1329 repeals and adds to existing law to establish the Extended Employment Services Program in the Department of Health and Welfare.

BOARD ACTION
M/S (Clark / Gilbert) I move to approve the Extended Employment Services legislative proposal as provided in Attachment 2. A roll call vote was taken. Dr. Linda Clark and William G. Gilbert, Jr., voted aye. Board President Liebich, Dr. David Hill, Shawn Keough, Cally J. Roach, Cindy Siddoway and Superintendent Ybarra voted nay. The motion failed.

Mrs. Keough said her experience with this issue over the years says that moving this program to another department does not repair what is wrong with this bill. The problems remain. There is a portion of the population that is differently abled that will remain underserved. Therefore, she will not be supporting the motion.

There were no further comments or questions from the Board.

AND

RS 29318 extends the minimum age for a student to enter school. When the age of five years shall be attained before the first day of September of the school year in which the child is to enroll in kindergarten, or the thirty-first day of December for a child the parent or guardian and the local education agency have determined is school ready.

M/S (Clark / Hill) I move the Board support RS 29318, Amending Section 33-201, Idaho Code, School Age, as provided in Attachment 3. A roll call was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

AND

SB 1290 is the rural and underserved educator incentive program. The program shall provide for the direct repayment of educational loans of eligible educators or the reimbursement of eligible educational expenses such as additional degrees, advanced degrees, career technical certifications, or other educational expenses.

M/S (Clark / Gilbert) I move the Board support SB 1290, creating a rule teacher incentive program as provided in Attachment 4. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

AND

SB 1280 is one of two bills before the Legislature dealing with dyslexia screening in public schools.

M/S ( ) I move the Board support SB 1280, creating statewide dyslexia screener parameters as provided in Attachment 5. No Board member moved or seconded this motion. Motion failed.

Superintendent Ybarra acknowledged that she also has a dyslexia bill going before the Legislature, but she said she felt there are provisions in this bill before the Board today that are not accurate, and even harmful to teachers, and she will not support this motion. No further clarifications was provided on what in the bill was harmful to teachers.

William G. Gilbert voiced that he felt that the Board should not take any action on this bill. Dr. Clark agreed. She also said that the dyslexia handbook was already being worked on. She further stated that Idaho is one of a few states that still has no dyslexia legislation in place, but this bill could be better.

Dr. Hill asked when will the dyslexia handbook be ready. Dr. Clark said they hope to have it completed by the fall of 2023.

There were no further comments or questions from the Board.

AND

HB 656 amends existing law to provide for placement on the career ladder of certain staff for those previously certified, even if certified in another state.

DRAFT

M/S (Clark / Gilbert) I move the board support HB 656 placing out of state teachers with equivalent experience to instate teachers on the career ladder based on their years of service. A roll call vote was taken, the motion carried 8-0.

There were no comments or questions from the Board.

AND

HB 627 amends existing law to provide for enrollment-based funding and to allow for alternative education programs.

M/S (Clark / Keough) I move the Board support HB 627 shifting to funding calculations based on enrollment rather than daily attendance. A roll call vote was taken, the motion carried 8-0.

There were no comments or questions from the Board.

AND

S 1315 amends existing law to provide for full-day kindergarten and to revise provisions regarding certain support units and funding distributions.

M/S (Clark / Gilbert) I move the Board support S 1315 amending the funding formula allowing funding for full-time kindergarten students. A roll call was taken, the motion carried 8-0. After discussion Dr. Clark used parliamentary procedures to remove the motion with the approval of the second.

Matt Freeman said the Governor's budget recommendation includes funding $46 million for literacy which has to be used for students in K-3 who score at or below basic on the informal reading inventor (IRI). That's the Governor's budget priority.

Board President Liebich said the Board should be aware that this bill also includes language that says that school districts who are getting funds from this bill cannot also get funding from supplemental levies to fund full-day kindergarten. Ms. Bent confirmed that was correct.

Mrs. Roach asked if the Board was premature in supporting the full-time kindergarten bill. Matthew Reiber, Policy Advisor, Intergovernmental Affairs, Office of the Governor of Idaho, said the Governor has not taken any stance on any of the full-day kindergarten bills but the Governor supports literacy in K-3. Mr. Reiber said the Governor would support the removal of the motion on S 1315.

There were no further comments or questions from the Board.

AND

HB 461 which amends existing law to revise eligibility requirements for Armed Forces and Public Safety Officer Scholarships was moving through the Legislature.

M/S (Clark / Ybarra) I move that the Board support HB 461. A roll call vote was taken, the motion carried 8-0.

There were no comments or questions from the Board.

The following bills were previously approved by the Board. This is just an update on where the bills are in the Legislature.

- S 1247 the Career Technical School bill that added cost funding was moving through the session and was currently in House Education.
- HB 505 amends existing law to revise provisions regarding the postsecondary credit scholarship and it was returned to the House Education committee asking for amended language.
- HB 506 amends existing law to provide that for purposes of the Armed Forces and Public Safety Officer Scholarships, a member of the armed forces will be considered totally and permanently disabled if the disability determination is made or recognized by the Idaho Division of Veterans Services.

5. STEM Action Center – Updated Summer Learning After School Network Proposal – Action Item

Ms. Bent said at the last Board meeting the Board considered a proposal for the STEM Action Center relating to the summer learning program. Since that time the STEM Action Center has updated their proposal and decided that they can do more with the after-school programs. This new proposal in front of the Board will increase the amount from $4,402,000 to $6,800,000.

BOARD ACTION
M/S (Clark / Hill) I move to approve the request to update the total amount for the STEM Action Center, Commission for Libraries, and Out-of-School Network collaborative proposal as provided in Attachment 1 for an updated amount not to exceed the $6,800,000. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich asked what the allocation methodically for these programs is. Ms. Bent said these programs in this proposal are available in all parts of the state.

There were no further comments or questions from the Board.

6. Board Policy I.P. – Indian Education Committee – First Reading – Action Item

DRAFT

Dr. Clark said the Indian Education Committee is requesting a change in Board policy to add two at-large members. There is currently no provision in I.P. for that committee to have experts in curriculum members, this motion will change that.

BOARD ACTION
M/S (Clark / Hill) I move to approve the first reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

7. Board Policy – Bylaws – First Reading – Action Item

Ms. Bent said this was an administrative change to the Boards bylaws. The proposed amendment to the Board bylaws would update the language used to describe the purpose of the Board's standing committees in alignment with the language in the state open meeting laws.

BOARD ACTION
M/S (Clark / Hill) I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

8. K-20 Education Strategic Plan – Action Item

Ms. Bent said starting with the Board's May 2021 Board Meeting, the Board has been discussing ways to focus the K-20 strategic plan while still meeting all the state strategic planning requirements. To this end, the Board directed staff to add focus areas for the K-12 side of the education continuum and the postsecondary side of the education continuum.
The identified focus areas are:

- K-4 Literacy Intervention
- 5-9 Mathematics
- High school credit recovery and completion
- Postsecondary recruitment and access
- Postsecondary retention
- Postsecondary transfer and completion

Dr. Clark said the essence for the recommended change for the high school is in recognition that the go-on rate is not the sole responsibility of higher ed, there must be a shared responsibility between the high schools and the higher education institutions. Ms. Bent said changes in the plan are to include those benchmarks for credential completion and additional work is still needed for a definition of a workforce certificate. The other changes are updating benchmarks the Board has previously met.

DRAFT

BOARD ACTION
M/S (Clark / Keough) I move to approve the FY 2023-2028 K-20 Education Strategic plan as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

9. Educator Preparation Program – Effectiveness Report – Action Item

Ms. Bent said the Board identified metrics for the Educator Preparation Program (EPP) for traditional and non-traditional programs. Part of the Title Two reporting is to identify low performing programs. Additionally, a lot of criticism has been received around Idaho's teacher prep programs and how we prepare teachers. More work needs to be done to get the word out about how effective those teachers really are. This makes continuing forward with the EPP Performance Measures in their current form untenable. It is recommended that the Board refer the EPP Performance Measures back to Board staff for revision. Such a revision process will also allow for the consideration of recent literature regarding the measurement of EPP effectiveness—potentially leading to more validated, outcome-based metrics that can better inform policy and improvement decisions. The revised measure will be brought back to the Board at the August Board meeting.

BOARD ACTION
M/S (Clark / Gilbert) I move to adopt the educator preparation program performance report as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Clark / Gilbert) I move to direct Board staff to revise the educator preparation program performance measures as recommended and set the regular August 2022 Board meeting as the deadline to present the new measures for approval. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich said he supports the idea of the revision of this measure. Dr. Clark said that its important to note that in its current form this measure isn't even being done. And it is incumbent to put the best teachers in the classroom, and that means setting a standard and holding every teacher preparation program to that standard.

There were no further comments or questions from the Board.

10. Temporary Fee Rule – Docket 08-0000-2200F – Action Item

DRAFT

Ms. Bent said approval of the temporary omnibus fee rule will ensure the current fees stay in place, should the legislature not adopt the pending fee rules that are before them for consideration during the 2022 Legislative Session.

BOARD ACTION
M/S (Clark / Siddoway) 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.

The Governor has also found that the fees or charges 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, the Board is approving the temporary rule provided in Attachment 1, to be effective upon sine die of the 2022 session of the Idaho Legislature. This action is conditional and will only become effective if the rules are not otherwise approved or rejected in part by the Legislature. A roll call vote was taken, and the motion carried 8-0.

Superintendent Ybarra asked for clarification. If the Legislature leaves town and the rules are not enacted, should a piece of legislation get through that gives us new standards, these temporary rules are already enacted, and we don't have come back and revisit this. Ms. Bent said unfortunately this was just the fee portion. For any legislation that is not fee related the Board will have to revisit.

There were no further comments or questions from the Board.

At this time the Board recessed for 30 minutes, returning at 1:09 p.m. (MT)

After the recess Dr. Hill made a substitute motion concerning S 1329 (PPGA TAB 4).

SUBSTITUTE MOTION 1
M/S (Hill / Roach) I move to reconsider the motion to approve the Extended Employment Services legislative proposal as provided in Attachment 2. A roll call

DRAFT

vote was taken. Board President Liebich, Dr. David Hill, Dr. Linda Clark, William G. Gilbert, Cindy Siddoway, Cally J. Roach and Superintendent Ybarra voted aye. Shawn Keough voted nay. The motion carried 7-0.

Dr. Clark said during the break there were a lot of questions about the initial motion's failure, and this is the time to discuss those questions. Mr. Reiber said the Extended Employment Services (EES) is a piece of legislation that the Board worked on with the Governor's office and the Department of Health and Welfare, who have agreed to take on the challenge that EES presents. Therefore, the motion to reconsider was asked for. The Governor believes that Health and Welfare is the best place for the EES program. They have the staff, the structure, and the leadership to deal with taking on this program and its complexities.

Board President Liebich asked for the State Board's roll in this proposal. Mr. Freeman said this was a legislative idea that came to the Board in June, and in August it did not move forward as proposed legislation because there was not a consensus. In discussions with the Governor's office, it was determined that the best place for EES was in Health and Welfare.

Mrs. Keough said she still will not support the legislation. Her history with this issue is long and complex and she is not convinced this board motion will fix the problems.

Superintendent Ybarra said she did not feel that she had enough information on this issue and therefore she will be abstaining from voting. She had no additional questions.

Mrs. Roach said it was her understanding that the State Board initiated this, was that correct? Dr. Clark said the Governor's office was asked to find a solution, so yes, the Board did ask for input, and this was the recommendation from the Governor's office.

Mrs. Roach said she served on the Governor's transition committee, and she helped to select the new head of Health and Welfare and she feels confident that he can help to resolve the issues surrounding EES.

SUBSTITUTE MOTION 2
M/S (Clark / Gilbert) I move to approve the Extended Employment Services legislation proposal as provided in Attachment 2. A roll call vote was taken. Board President Liebich, Dr. David Hill, Dr. Linda Clark, William G. Gilbert, Jr., Cindy Siddoway and Cally J. Roach voted aye. Shawn Keough voted nay. Superintendent Ybarra abstained from voting. The motion carried 6-0.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy V.R. – Second Reading – Action Item

DRAFT

Dr. Hill said this was the update to the fees and tuition definitions. There was a minor change in an incomplete sentence that has been fixed.

BOARD ACTION
M/S (Hill / Roach) 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 8-0.

Board President Liebich said this change came about after the last legislative session and based on some concerns from the Legislature. Does this solution appear to resolve these concerns? Mr. Freeman said he believed so since nothing has been received in the State office thus far this session in reference to this issue.

There were no further comments or questions from the Board.

2. Idaho State University – Bengal Pharmacy Contract Authority – Action Item

Dr. Hill said this is a request from Idaho State University to have delegated authority concerning Bengal Pharmacy. The waiver is to allow them to conduct business until such time as the Board can change the policy.

BOARD ACTION
M/S (Hill / Clark) I move to approve the request by Idaho State University to delegate authority to the Idaho State University President to authorize 340B, pharmaceutical inventory, and third-party payer contracts for Bengal Pharmacy. A roll call vote was taken, and the motion carried 8-0.

Mr. Freeman said the transactional amounts in the motion would cross the threshold for Board approval and it would be on a recurring basis and thus the request for the waiver.

There were no further comments or questions from the Board.

3. Idaho State University – Multi-Year Employment Agreement – Head Football Coach – Action Item

Also, from Idaho State University is the multi-year agreement for the Head Football Coach. The Head Coach's salary is $205,000 with various incentives. This is a standard five-year contract.

BOARD ACTION
M/S (Hill / Roach) I move to approve the request by Idaho State University to enter into a five (5) year employment agreement with Charles Ragle, Head Football Coach, commencing on December 13, 2021, and terminating on December 13, 2026, as submitted. A roll call vote was taken, and the motion carried 8-0.

DRAFT

Mr. Freeman said the reason this proposal was being brought forward was that the head football coach had already been hired, using a three-year contract with the stipulation that it would be brought back to the Board to make this a five-year contact.

There were no further comments or questions from the Board.

4. University of Idaho – Performance Evaluation of Staff Employees Policy Amendments – Action Item

Brian Foisy, Vice President, Finance and Administration, University of Idaho, said this action is for Board approval pertaining to performance evaluations of employees and classified staff. Any changes to staff evaluations must be approved by the Board. Revisions provide clarity on the University's performance evaluations for staff along with the change of ratings to two areas (meets/exceeds or needs improvement). These changes align with our UI's faculty evaluation ratings.

BOARD ACTION
M/S (Hill / Roach) I move to approve the request by the University of Idaho to approve the revisions to Faculty Staff Handbook 3340 Performance Evaluation of State Employees as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

5. University of Idaho – Probation, Promotion, Demotion and Transfer of Classified Employees Policy Amendments – Action Item

Mr. Foisy said the second policy is also a personnel policy which will affect classified staff which needs to be brought before the Board. Revisions provide clarity on the University's probation, promotion, demotion and transfer procedures for classified staff and will assist our affirmative action and equal employment office with reporting requirements.

BOARD ACTION
M/S (Hill / Keough) I move to approve the request by the University of Idaho to approve the revisions to Faculty Staff Handbook 3360 Probation, Promotion, Demotion & Transfer of Classified Employees as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

6. University of Idaho – Idaho Center for Plant and Soil Health, Parma – Construction Authorization – Action Item

Mr. Foisy said this is a request to authorize construction of a new Idaho Center for Plant and Soil Health to be located at the Parma Research and Extension Center (PREC) in Parma, Idaho. The new facility will replace existing aging and inadequate facilities at the Parma Research and Extension Center and will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and the agricultural industry within the State of Idaho. These existing facilities are currently more than 50 years old and face substantial needs for modernization of infrastructure and equipment which inhibit the potential of research faculty and staff.

Since the initial proposal was approved by the Board in August of 2021, the University has uncovered budget challenges related to water and sewer sanitation issues for a robust science lab facility located on what is essentially a rural site remote from city services. This has increased the cost to $9.5M.

BOARD ACTION
M/S (Hill / Keough) I move to approve the request by the University of Idaho to implement the Bid, Award, and Construction phases of the proposed Idaho Center for Plant and Soil Health Facility, with a projected total cost of $9,500,000, as described in the materials submitted to the Board. Construction authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach mentioned that for full disclosure her daughter-in-law serves as a development officer for the University of Idaho and has been heavily engaged in raising the funds for this facility.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.B. Academic Freedom and Responsibility and Policy III.P. Students – Second Reading – Action Item

Dr. TJ Bliss, Chief Academic Officer, Idaho State Board of Education started by saying the proposed amendments will bring Board policy III.B. into alignment with current nationally accepted standards of academic freedom and academic responsibility. The amendments clearly define key terms, delineate the academic freedoms and academic responsibilities of students, faculty, and institutions alike, and outline the general limitations of these freedoms and responsibilities.

Between the first and second readings, one proposed revision has been made to Policy III.B. at the suggestion of Board Member Hill. This revision re-orders the sentences of paragraph 3.b.iii. for the sake of clarity and coherence. No public comment has been received regarding this policy between the readings and no other additional revisions are proposed.

Of additional note is that the cover page is inaccurate which stated that no public comments were received. There was one comment received from the joint faculty senates from all four Idaho universities. Dr. Bliss read that letter for the Board.

BOARD ACTION
M/S (Liebich / Clark) I move to approve the second reading of proposed amendments to Board Policy III.B. Academic Freedom and Responsibility, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Liebich / Clark) I move to approve the second reading of proposed amendments to Board Policy III.P. Students, as submitted in Attachment 2. A roll call vote was taken, and the motion carried 8-0.

Superintendent Ybarra asked if any comments were received from any students. Dr. Bliss said the opportunity to comment has been open since the first reading, but no students have commented. Superintendent Ybarra said she would appreciate hearing from the student body directly so perhaps someone can reach out to get some student feedback prior to the third reading of the policy. Dr. Bliss said he would reach out to see if any students were interested in providing feedback.

Kenneth Heason, Student Body President, Boise State University, said he was one of the students in the work group who worked on the draft of this policy. He speaks only for himself and not for the student body, but he had no objections to what the work group came up with concerning this policy.

Board President Liebich asked for clarification as to why this was a split motion. Dr. Bliss said there are two polices being revised. Board Policy III.P students, in that policy is one paragraph relating to academic freedom of students and that paragraph has been moved into one policy. There is another technical change that relates to vaccine requirements.

There were no further comments or questions from the Board.

2. Board Policy III.G. Postsecondary Program Review and Approval – Second Reading – Action Item – TJ

Dr. Bliss said this was another reading of III.G. and several corrections were made to the language, so this is being brought back to the Board. Amendments will correct the erroneous conflict and duplicative language in the policy. Amendments will also provide institutions with the necessary procedures for discontinuing certificates and will align roles for program approval for the State Administrator and Executive Director in

compliance with Idaho code. There were no changes between first and second reading and no public comments were received.

BOARD ACTION
M/S (Hill / Roach) I move to approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Review and Approval, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

3. Semi-Annual Report of Approved Program Requests – Information Item

Dr. Bliss gave a brief update on the semi-annual report. In August 2021, the Board approved major revisions to Board Policy III.G. Postsecondary Program Approval and Discontinuance. Revisions restructured the policy to include three levels of review, based on the nature of requested programmatic changes: full proposal, short proposal, and letter of notification. Additionally, revisions provide flexibility to the Board's executive director to delegate authority to designees for the approval of academic and career technical program changes. In accordance with newly revised Board Policy III.G.3.a.ii and 4.b., prior to implementation, the executive director or designee may approve actions related to academic and career technical programs or units as identified in those subsections.

The report provides an overview of new academic, or career technical programs and certificates approved by the executive director or his designee consistent with recently revised Board Policy III.G. This includes other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office are also included in the report.

In this report for the first time there were more discontinuances of programs instead of an increase in program offerings. This can be attributed to the institutions reviewing their programs this past summer in identifying those programs that needed to be modified or discontinued.

Mr. Gilbert asked for the next report to show a net increase in programs and a net decrease in programs by institutions for the period. Dr. Bliss took note of the request.

Mrs. Keough said there didn't appear to be any Board members on the Council and Academic Affairs and Programs (CAAP) committee. Does that council report to and provide a report to IRSA? Dr. Bliss clarified that CAAP is a working group of all of the eight higher education institution provosts who have an important role to play in reviewing all programs that are coming forward, any program with a proposal. There are no Board members on CAAP. But the information they discuss is brought forward to the Board.

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There were no further comments or questions from the Board.

4. Higher Education Research Council (HERC) Annual Report for Fiscal Year 2021– Information Item – Chris Nomura

Dr. Christopher Nomura, Vice President, Research and Economic Development Officer, University of Idaho, gave HERCs annual report.

- HERCs mission is to strengthen the research capabilities at Idaho's public, four-year institutions and contribute to the economic development of the state of Idaho.
- Funding for this program comes from multiple places including the federal government, Idaho Commerce program, I-Corp program and through to angel investors and venture capitalists.
- HERC has invested just under $12.5 million in eight major projects in Idaho since 2016. These programs then resulted in:
    - $52.5 million in external funding being received
    - Four hundred and fifty students involved in research projects
    - Three hundred forty-five jobs created in Idaho
    - Two hundred five peer reviewed scientific articles published
    - Twelve patents awarded or pending
    - Four companies launched in Idaho
- HERC membership is composed of members from higher education and industry leaders in various fields.
- HERCs budget allocation is just under $4 million.
- Research Infrastructure funding is to support science, engineering, and other research infrastructure. FY21 budget was $872,100 and it funded research at all four Idaho universities.
- Undergraduate Research budget was just under $200,000 and in FY21 supported forty-four student research projects.
- FY 21 budget also funded a two-day Idaho Conference on Undergraduate Research in July, and 189 students were able to participate.
- The Idaho Global Entrepreneurial Mission Fund (IGEM) is a 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. It gives 1-3 year grants up to $700,000 per year and there were four active grants in FY21.

Dr. Hill said HERC funding has been relatively modest in the grand scheme of things, and they have achieved a lot with the funding. The return on this investment in education and research outcomes is important to note.

Dr. Clark asked when the last time funding was increased. Ms. Bent said the last time the funding was increased was in 2018. Funding was increased specifically for the

IGEM dollars. Dr. Clark since the return on investment is so great perhaps this item should be made a priority for the next budget cycle.

There were no further comments or questions from the Board.

5. Postsecondary Student Experience Survey Report – Information Item

Dr. Bliss reviewed the outcomes from the Student Experience Survey. During the 2021 Idaho legislative session, allegations were made that some students at Idaho's public postsecondary institutions are being treated negatively because of their personal beliefs and viewpoints. To determine if there is merit to these serious allegations, the Office of the State Board of Education conducted a research study in November 2021 that included a survey of the more than 54,000 students at Idaho's eight public institutions.

The survey included questions that asked students if they feel valued, respected, and like they belong at their institutions. It also asked students if they have experienced pressure to affirm or accept beliefs they find offensive, or if they have been shamed or bullied for sharing their personal viewpoints and perspectives. Students who indicated any degree of pressure or shaming/bullying were given an opportunity to identify, generally, from whom they experienced this treatment (faculty, other students, administrators, etc.). Students were also given an opportunity to provide demographic information, including age, gender, ethnicity, class status (freshman, sophomore, etc.), and political ideology. All questions on the survey were optional to allow maximum freedom and discretion in providing responses.

Eight thousand, nine hundred eighty-nine students completed the survey, for a total overall response rate of 16.4%. College of Southern Idaho had the lowest response rate (8.9%) and Idaho State University had the highest response rate (24%). All responses to the survey were completely anonymized to protect student privacy. The Board office did not collect data about which students responded or did not respond, nor can the office connect any specific response to any specific student.

The preliminary results of this survey were presented to the Board on December 15, 2021. The Board directed staff to develop a full report of the results. Staff have created an interactive dashboard, with explanatory language, and full datasets made available to the public. Data have been aggregated or masked to ensure student privacy and confidentiality where cell sizes were smaller than five (5) students. The dashboard can be accessed at https://dashboard.boardofed.idaho.gov/StudentExperienceSurvey.html

Dr. Bliss asked the Board for their recommendations for actions based on the data presented.

Mrs. Roach said this tool has been helpful in answering questions about the climate at the universities, and the colleges and universities have shared that they also do their own climate surveys.

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Mr. Gilbert said the Board should not be prescribing action based on the data. He voiced his belief that the data should be sent to the schools so they could address the student concerns, since each campus' demographics are unique to each campus.

Dr. Clark said the Boards response will come over time if the institutions are not improving in areas. They need the opportunity to take the data and to plan for how they are going to address the issues raised.

There were no further comments or questions from the Board.

At this time the Board recessed for 10 minutes returning at 3:00 p.m. (MT)

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education—Information Item

Superintendent Ybarra gave her K-12 update. She said due to the latest COVID-19 surge there have some short-term school closures. There are currently 11 of the 662 schools in Idaho reporting that they are still in some sort of hybrid mode. These schools self-report.

Some of the creative ways schools are dealing with teacher shortages include.

- The Lakeland School District is hiring student teachers as long-term subs and then offering them a contract to return. This idea has a lot of support and perhaps will become future legislation.
- Some schools are using the substitute funds awarded by the Governor to hire full-time subs.
- Some schools are hiring COVID-19 coordinators to help deal with the issues.
- No professional development days are being allowed until the pandemic is more under control.

Legislative Update

- The Superintendent wanted to voice her support for the dyslexia legislation that is before the Legislature.
- SCR 115 is the civics legislation co-sponsored by the Superintendent. Idaho's civics standards are currently embedded in the state's social studies standards. Separating and enhancing the standards, will highlight the importance of civic education and what we want students to know and be able to do with that education.
- SDE will be holding a webinar to discuss HB443 and HB652 on Tuesday, February 22nd at 3:30 p.m. to answer questions.
- The office of performance evaluations reports on school facilities and deferred maintenance issues. HB512 concerns districts that will not be able to place a failed bond measure on the next election ballot for 11 months.

DRAFT

- Happy to hear that the Legislature was planning to approve the $1,000 teacher bonus and also an increase in salary for the classified staff.
- Budget setting for public schools is set for March 7, 2022.
- The post-legislative tour is tentatively planned for April 11, 13, 14, 19, and 20, 2022. This is where the Superintendent visits with school districts and explains how new legislation might affect them.

ESSA Consolidated State Plan Amendment update

- Just a reminder that the Board will need to vote on the amendment. One of the other changes coming is the way we identify schools that need support using some methodology revisions and then terminology of how they exit that status.

Board President Liebich said he was concerned about what happened recently in the Nampa school district and the loss of their superintendent. Superintendent Ybarra said the election in May will be the real indicator of what the citizens of Idaho want as far as the direction for education. The recent survey from Rise shows that the public wants more emphasis on career technical education and less on college prep and many fully believe that CRT is being taught in schools and they want more parental involvement. The pandemic made parents feel that they want to reengage with their student's education.

There were no further comments or questions from the Board.

2. Federal Coronavirus Relief K-12 Funding Update – Action Item

The scope and workload concerning the ESSER funds has changed. On January 4, 2022, the U.S. Department of Education changed the requirements for reporting, and they further expect SDE to use a data management tool that does not interface with the current tool being used. In addition, the monitoring of these funds is massive. There is a lot of in-person review that must be done in every district to physically see the data and to provide them with the technical help they will need. The first reporting requirement is due in March of this year. SDE is now asking for additional funding to be able to pay the personnel to get this data submitted.

BOARD ACTION
M/S (Ybarra / Clark) I move to authorize the State Department of Education to expend an amount not to exceed $2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring and reporting; and to revise the Board's January 6, 2022, allocation to reduce the allocation for ISEE enhancements by $1,600,000. A roll call vote was taken, and the motion carried 8-0.

Matt Freeman, Executive Director, Idaho State Board of Education, made a clarifying statement. When Board member Hill made a motion earlier today to revise the agenda

this was the agenda item he was referencing. This agenda item went from an information item to an action item and the Board needs to vote on it.

There were no further comments or questions from the Board.

3. IDAPA 08.02.03.105 – Graduation Requirements – Partial Waiver – College Entrance Exam – Action Item

The college entrance exam requirement was waived by the Board due to the pandemic for the graduating glass of 2020. The exam was administered in the fall of 2020 and this Board waived that requirement for the class of 2021 based on safety concerns. The Board's administrative rule to change the requirement permanently is expected to be approved by the Legislature during this session but schools and parents are under the impression that students must take the exam. Based on the Legislature not having addressed this rule change thus far in the session this has precipitated the board action being presented today.

BOARD ACTION
M/S (Ybarra / Hill) I move to waive IDAPA 08.02.03.105.03 college entrance examination for students graduating during the 2021-2022 school year, including summer 2022 term. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

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

M/S (Hill / Gilbert): I move to adjourn the meeting at 3:37 p.m. (MT). A roll call vote was taken, and the motion carried 8-0.

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STATE BOARD OF EDUCATION
SPECIAL BOARD MEETING
March 3, 2022
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held via Zoom teleconference March 3, 2022, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich called the meeting to order at 11:00 a.m. (MT).

Present
Kurt Liebich, President
Dr. David Hill, Vice-President
Dr. Linda Clark, Secretary
William G. Gilbert, Jr.
Cally J. Roach
Cindy Siddoway
Superintendent Ybarra

Absent
Shawn Keough

Thursday, March 3, 2022, 11:00 a.m. (Mountain Time)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Legislative Update – Action Item

Board President Liebich opened by saying that this meeting was called to discuss issues that will be coming before the Legislature.

HB 684
Jenifer Marcus, Deputy Attorney General, Idaho State Board of Education, spoke on HB 684. HB 684 adds to existing law to provide for the protection of free speech in higher education. She said this bill codifies some Supreme Court decisions involving the First Amendment and Freedom of Speech. The two new significant pieces in this legislation will require institutions to report annually to the Legislature and the Governor their policies on this topic and any complaints received. They will also be required to have

training materials in place during orientation concerning the institution's policies around the First Amendment.

Board President Liebich asked if any of the institutions had any concerns regarding HB 684. Richard Stover, Boise State University General Council said review of this legislation raised concerns regarding the provisions critical to protecting institutions - namely designation of outdoor hearing spaces for public forums, and waiver of immunity from lawsuits.

Board President Liebich asked Mr. Stover what the language staying in the legislation means to the institutions. Mr. Stover said the institutions may have to put the rights of non-students on par with or above enrolled students. It will also limit institutions from managing their open areas of campus, designating the entire outdoor area as open to Freedom of Speech demonstrations. The waiver of the 11th amendment immunity could lead to lawsuits in federal as well as state court.

Cally Roach asked if there were any concerns relating to the reporting requirement. Rich Stover said there was no constitutional prohibition to making schools submit reports to the Legislature.

Cindy Siddoway asked for clarification on the statement made that this legislation is currently running through other states. Rich Stover said legislation of this type is running in 20 other states, but all in various forms.

Board President Liebich asked if there was any conflict between current legislation and this new bill. Ms. Marcus said she wasn't aware of any conflicts.

HB 716 and HCR 039

Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education, explained that HB 716 adds to existing law to provide for the adoption of initial certification and content standards prepared by 2020-2021 work groups. The area of concern is this bill would codify the content standards for English Language Arts, Mathematics and Science and codify the Initial Standards for Professional School Personnel (Educator Certification Standards). While it is the Legislature's prerogative to move forward with this legislation, the unknown impact to properly getting assessment data, staying in compliance with federal requirements, and what those costs would be to do so are unknown. The impact to the school districts has not been assessed nor has the cost of having to change curriculum at the local level to align with this new requirement. Tracking student learning loss may also be hampered if the standards are no longer aligned to the current Idaho Standards Achievement Test (ISAT). If the content standards are no longer aligned to the ISAT, Idaho would have to move to a new assessment that was aligned to the new standards. The cost of movement is unknown at this time. The content standards did not move forward during this year's rulemaking cycle due to a lack of fiscal impact. Idaho law requires all proposed and pending rules to include a true and accurate fiscal impact. This bill also adds an

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unknown version of the certification standards to Idaho code. These standards were returned by the Board at the August Board meeting for additional work prior to updating the incorporated by reference version of the standards in the proposed and pending rule. The requested amendments were not brought back in time to include in the proposed rule. The original version provided to the Board would have negative impacts on the Board's ability to evaluate non-public programs for continued approval as an approved educator preparation program.

BOARD ACTION
M/S (Clark / Gilbert) I move to oppose HCR 039 and HB 716 because it is uncertain the extent to which the new standards align with existing assessments and if they do not align the cost to develop new aligned assessments in related professional development is unknown. No vote was taken. Dr. Clark used parliamentary procedures to remove the motion with the approval of the second.

Substitute Motion 1
M/S (Ybarra /) I move the State Board of Education endorse the bills leading to the elimination of the common core standards in Idaho.
No second was recorded. Motion failed.

Substitute Motion 2
M/S (Liebich /) I move to support HB716 and HCR039 provided that the Legislature appropriate funding for a new assessment aligned to the new standards with the recognition that the new assessment could cost up to $44 million per the initial estimates of the State Department of Education. No second was recorded. Motion failed.

Substitute Motion 3
M/S (Ybarra / Siddoway) I move that the State Board of Education endorse these two bills which eliminate the common core standards in Idaho subject to the Legislature's commitment for adequate funding for a new test, committee work, and professional development to the districts. A roll call vote was taken. Superintendent Ybarra and Cindy Siddoway voted aye. Board President Liebich, Dr. David Hill, Dr. Linda Clark, William G. Gilbert, Jr., and Cally Roach abstained from voting. Shawn Keough was absent from voting. The motion failed.

Board President Liebich said the current standards have been in place since 2014 for English, Math and Science. Superintendent Ybarra said she believed that these standards have been in place since 2011. Ms. Bent said the original standards did go into effect in 2011 and were called the common core standards, but had been updated during the 2014-2015 rulemaking timeframe and were reviewed and went out for public comment again in 2020. Board President Liebich wondered what will happen if the Board adopts these changes, what impact will that have on the assessment data.

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Superintendent Ybarra said the current standards have been in place for many years and parents are not happy with the current curriculum and they are the ones driving these changes. The end to common core is high on the list of parental demands. Superintendent Ybarra also offered to send to the other Board members the slide show she presented to the Legislature showing the potential fiscal impact which could be as high as $44 million dollars over a three-year period to work on this legislation, and the legislators' comment was they did not care about the costs.

Dr. Clark said she endorses the new standards and the process by which they were developed. The concerns she has surround the potential changes to the assessment data. The last time the assessment data was tweaked, growth data was never able to be assessed. There is also no precedent for the Board to move forward without knowing the fiscal impact associated with making these changes. Superintendent Ybarra said a fiscal impact was provided in the legislation as written and not moving this bill forward goes against what the people of Idaho want. Dr. Clark said it's not the price of the test but the process. And the fiscal impact piece was not part of the legislation when it was first introduced which is not the Board's process. Board President Liebich confirmed that no fiscal impact statement was ever received by the Board office when the legislation was introduced. The fiscal impact statement of the bill only includes the fiscal impact of a review of the proposed standards and does not include the fiscal impact a changing to a new assessment.

Board President Liebich further stated that Idaho cannot end up as a state adopting new standards without commitment by the Legislature to support us in aligning assessments with our standards which could put at jeopardy of meeting the federal requirements.

Mrs. Roach asked for clarification; has the Legislature appropriated any funds for this work? Superintendent Ybarra said the Legislature did not care about the costs, and no appropriation was earmarked for making these changes. The current test being used will not be thrown out until another test is in place, or the current test tweaked to make it work.

Dr. Clark asked for clarification; is the upwards of $44 million price tag mentioned only for changing the test and does not include costs to school districts and charter schools for their curriculum committees and the professional development that will be required? Rick Kennedy, Chief Procurement Office, Idaho State Department of Education, said that was correct with another $10 million being needed for teachers to work on the curriculum changes and for professional development.

Mrs. Roach asked for Matt Freeman's perspective. Mr. Freeman, Executive Director, Idaho State Board of Education, said adopting this legislation now means the new standards will be effective immediately and that will mean working with the US Department of Education to get a waiver for the new assessments. Superintendent Ybarra said no waiver would be needed based on talks with the U.S. Department of Education and superintendents in other states.

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Dr. David Hill asked why was the Board voting on anything today, and what was the point? Mr. Gilbert echoed the sediment and wondered what the point would be in voting on anything. For clarification, Dr. Hill said the objection is not to the work behind the new standards, which is exemplary, but to the process and mostly to an ill-defined price tag. Where the Board finds itself is that we support the content of the standards but would like clarity on the costs and would like a commitment on the funding of it. Board President Liebich agreed that was his view on this legislation as well. Dr. Hill said then how does the Board get there?

Superintendent Ybarra said the alignment study the State Department of Education is prepared to do will give that answer but that would happen after the Board votes to support this legislation and it goes to the Senate. Clear answers to Dr. Hill's questions would not happen until the alignment study is completed.

Board President Liebich asked if intent language could be added to the legislation to mention the Legislature's intent to fund these changes. Mr. Freeman said if both pieces of legislation pass, the Legislature is committing to provide funding for reviewing the alignment. Those costs are $125,000-$375,000, which is the cost of the review.

Dr. Hill said the word 'eliminate' in the substitute motion does not endorse the new standards but removes the old. Superintendent Ybarra said the standards in place are the common core standards and the public is not happy with those.

Dr. Clark expressed her concerns that acting on these legislative bills, which did not follow the Board's regular process, such as detailing the fiscal impact and the source of that funding, was problematic. She is also concerned that changing the process, and not having clear commitment for funding from the Legislature to make these changes, all while dealing with unfinished learning is not ideal. Mrs. Siddoway said she agreed with that sentiment which is why she seconded the motion to begin this discussion. She was also wondering if additional language could be added to the substitute motion to address the Board's process.

Dr. Clark again stated that at no time when the legislation was brought forward was there a fiscal impact statement attached. It is also why the Division of Financial Management did not take any action to approve the standards moving forward as a proposed rule last fall because there was no fiscal impact statement. Superintendent Ybarra insisted that was an untrue statement and that the fiscal impact statement was there. Board President Liebich said the first time the number of $44 million was presented was at today's meeting. There was no fiscal impact statement presented when the bill was first introduced.

Matthew Reiber, Policy Advisor, Intergovernmental Affairs, Office of the Governor, said when the rule request was submitted, the Governor's office decided not to move forward with the content standard changes. He said that was attributed to the fact that no fiscal

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impact statement was part of the legislation. Idaho law requires all proposed and pending rules include a fiscal impact, without the fiscal impact there was no choice but to reject the rule moving forward.

Board President Liebich said based on no motion being approved, the Board will take no action on HB716 and HCR039.

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

M/S (Roach / Hill) I move to adjourn the meeting at 12:06 p.m. (MT). A roll call vote was taken, and the motion carried 7-0. Shawn Keough was absent from voting.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

CONSENT
APRIL 20, 2022

TAB	DESCRIPTION	ACTION
1	**BAHR – FY23 APPROPRIATIONS**	Action Item
2	**BAHR –FY23 OPPORTUNITY SCHOLARSHIP – EDUCATIONAL COSTS**	Action Item
3	**BAHR – BOISE STATE UNIVERSITY – FOURTEEN (14) ONLINE PROGRAM FEES**	Action Item
4	**BAHR – BOISE STATE UNIVERSITY – DINING SERVICES AGREEMENT**	Action Item
5	**BAHR – BOISE STATE UNIVERSITY – MARKETING SERVICES MASTER AGREEMENT**	Action Item
6	**BAHR – IDAHO STATE UNIVERSITY – ELLUCIAN CONTRACT RENEWAL**	Action Item
7	**BAHR – IDAHO PUBLIC TELEVISION - FRIENDS OF IPTV OPERATING AGREEMENT – UPDATE**	Action Item
8	**IRSA – BOISE STATE UNIVERSITY – ONLINE BACHELOR OF SCIENCE, ADVANCED MEDICAL IMAGING**	Action Item
9	**IRSA – STATEWIDE PROGRAM RESPONSIBILITIES – UNIVERSITY OF IDAHO PROGRAM NAME CHANGES**	Action Item

TAB	DESCRIPTION	ACTION
10	IRSA – GENERAL EDUCATION COMMITTEE APPOINTMENTS	Action Item
11	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item
12	PPGA – IDAHO STATE UNIVERSITY – FACILITY NAMING – COLLEGE OF PHARMACY	Action Item
13	SDE – EMERGENCY PROVISION CERTIFICATES	Action Item
14	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item
15	SDE – SAFETY BUSING – APPROVAL TO TRANSPORT STUDENTS LESS THAN 1½ MILES	Action Item
16	SDE – PRAXIS II ASSESSMENTS AND CUT SCORES	Action Item

BOARD ACTION

I move to approve the consent agenda.

SUBJECT

FY 2023 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2022)

BACKGROUND/ DISCUSSION

As of agenda preparation time, the appropriation bills for the institutions and agencies of the State Board of Education were in various stages. Bill numbers are provided if available.

The table on Tab 1 Attachment 1 lists the FY 2023 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2023 Appropriations List

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

ATTACHMENT 1

State Board of Education
FY 2023 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2022	Total Funds
Allocations			
College and Universities H776	$338,065,500	8.0%	$643,047,500
Community Colleges H759	56,928,900	9.9%	57,742,900
Career Technical Education H799	73,192,000	.3%	84,238,600
Agencies			
Agricultural Research & Extension S1419	35,395,700	8.3%	35,785,800
Health Education Programs S1418	24,833,300	7.2%	25,200,800
Special Programs S1392	26,845,000	1.2%	32,383,800
State Board of Education H809	9,428,100	9.8%	34,041,900
Idaho Public Television H711, S1395	2,817,400	3.6%	3,127,400
Division of Vocational Rehabilitation S1348	8,494,100	3.6%	29,370,900
Idaho Public Charter Schools H725	182,400	4.8%	678,300
State Department of Education H789	13,771,700	2.3%	51,851,300

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations, H779, H791:

In addition to Alteration and Repair projects, the following capital requests were recommended:

Idaho State University: Leonard Hall: Phase I/II	3,400,000
Idaho State University: Pedestrian Railway Crossing- Idaho Falls campus	3,000,000
College of Western Idaho: Health Science Building	10,000,000
College of Southern Idaho: Auto/Agricultural Diesel Mechanics	10,000,000
College of Eastern Idaho: Future Tech Facility	13,000,000
College of Western Idaho: Horticulture Building	5,000,000
North Idaho College: Diesel Bay Remodel & Training Aerospace Lab	3,325,000
University of Idaho: McCall Field Campus Improvements	900,000
Deferred maintenance (all institutions combined): approximately	170,800,000

SUBJECT

FY 2023 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 776 (2022)
Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2023. The allocation for FY 2023 is shown on Tab 1a Attachment 1. The FY 2023 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):	
• Increases in benefit costs	$1,975,000
• Replacement capital	994,200
• Statewide cost allocation	(476,700)
• 3% Base and $1.25 Merit (CEC)	16,669,400
• Enrollment Workload Adjustment (EWA)	(717,900)
Line Items:	
• Chief Audit Executive (transfer to OSBE)	(191,000)
• Systemwide Risk Manager (transfer to OSBE)	(157,600)
• BSU: STEM Discipline Support	1,530,000
• ISU/UI: Joint Nuclear Engineering Program	1,019,000
• UI: McClure Center	279,500
• LCSC: Non-traditional Learners	323,200
• LCSC: Cybersecurity Compliance	91,600
• LCSC: Title IX Support	66,600
• LCSC: Occupancy Costs	155,500
• CEC Fund Shift to full 5% CEC	3,395,500
Total General Fund increase over Base	$24,956,300

ATTACHMENTS

Attachment 1 - C&U FY 2023 Appropriation Allocation
Attachment 2 - Statement of Purpose/Fiscal Note

Attachment 3 - Appropriation Bill (H776)

STAFF COMMENTS

Staff recommends approval of the FY 2023 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2023 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.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2023 College and University Allocation
Based on HB 776
March 11, 2022

	Appropriation:	FY22 Appr	FY23 Appr	% Chge	Sys Needs:	FY22 Appr	FY23 Appr
1	**General Educ Approp: HB 776**				HERC	1,962,700	1,962,700
2	General Account	315,109,200	338,065,500	7.29%	UG Research	200,000	200,000
3	Endowment Funds	19,632,800	22,918,100	16.73%	Sys Nds	2,252,600	2,252,600
4					IGEM	2,000,000	2,000,000
5	Total Gen Acct & Endow Funds	334,742,000	360,983,600	7.84%	Total	6,415,300	6,415,300
6	Student Fees/Misc Revenue	380,189,400	278,049,900	-26.87%			
7	One-time CARES Act and HESF Funding	32,790,000	4,014,000				
8	Total General Education Appropriation	747,721,400	643,047,500	-14.00%			

	Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
9	FY22General Account	109,688,200	83,592,000	95,125,900	18,460,400	6,242,700	313,109,200
10	FY22 Endowment Funds	0	4,391,500	12,497,500	2,743,800	0	19,632,800
11	**FY23 Budget Base**	109,688,200	87,983,500	107,623,400	21,204,200	6,242,700	332,742,000
12	**Additional Funding for FY23:**						
13	MCO Adjustments:						
14	Personnel Benefits	1,041,300	475,000	376,000	125,400		2,017,700
15	Inflation including Library B&P	0	0	183,900	0	0	183,900
16	Recplacement Capital	0	0	994,200	0		994,200
17	CEC: 3.0% ongoing & $1.25 merit	5,020,200	5,485,300	5,608,400	1,056,400		17,170,300
18	Compensation Schedule Changes	0	0	0	0		0
19	Endowment Fund Adjustments	0	472,200	1,545,000	540,600		2,557,800
20	Nonstandard Adjustments:						
21	Risk Mgmt/Controller/Treasurer	(44,800)	133,100	(529,600)	(35,400)		(476,700)
22	External Nonstandard Adjustments:						
23	Enrollment Workload Adjustment (EWA) - GF	(223,700)	988,700	(1,314,400)	(168,500)		(717,900)
24	Line Items						
25	Chief Audit Executive	(68,400)	(52,000)	(59,200)	(11,400)	0	(191,000)
26	Systemwide Risk Manager	(59,900)	(45,700)	(52,000)	0	0	(157,600)
27	BSU Health Science Program	1,530,000	0	0	0	0	1,530,000
28	ISU, UI Nuclear Engineer Program	0	509,500	509,500	0	0	1,019,000
29	UI McClure Center	0	0	279,500	0	0	279,500
30	LCSC Non-Traditional Learners	0	0	0	323,200	0	323,200
31	LCSC Cybersecurity Compliance	0	0	0	91,600	0	91,600
32	LCSC Title IX Support	0	0	0	66,600	0	66,600
33	Occupancy Costs	0	0	0	155,500	0	155,500
34	CARES Act Funds, **one-time**	0	0	5,000	9,000	0	14,000
35	HESF Academic Support	4,000,000	0	0	0	0	4,000,000
36	CEC Fund Shift - General Funds	3,619,500	(727,800)	177,700	326,100	0	3,395,500
37	CEC Fund Shift - Student Fees	(5,249,000)	(1,792,800)	(2,499,600)	(1,253,800)	0	(10,795,200)
38	Total Addl Funding	9,565,200	5,445,500	5,224,400	1,225,300	0	21,460,400
39	**FY23 Gen Acct, Endow, CARES and HESF**	124,502,400	95,221,800	115,347,400	23,683,300	6,242,700	364,997,600
40	% Change From FY22 Adjusted Budget Base	13.51%	8.23%	7.18%	11.69%	0.00%	9.69%
41	FY23 Estimated Student Fee Revenue	147,062,900	53,787,900	61,951,500	15,247,600	0	278,049,900
42	FY23 Operating Budget	271,565,300	149,009,700	177,298,900	38,930,900	6,242,700	643,047,500
43	General Fund Increase over Base	10,814,200	6,476,200	5,736,400	1,929,500	0	24,956,300
44	% Increase	9.9%	7.7%	6.0%	10.5%	0.0%	8.0%
45	General Fund Increase - ongoing over Base	10,814,200	6,476,200	5,736,400	1,929,500	0	24,956,300
46	% Increase	9.9%	7.7%	6.0%	10.5%	0.0%	8.0%
47	General Fund Increase - ongoing less Benefits & CEC	4,752,700	515,900	-248,000	747,700	0	5,768,300
48	% Increase	4.3%	0.6%	-0.3%	4.1%	0.0%	1.8%

STATEMENT OF PURPOSE

RS29810 / H0776

This is the FY 2023 original appropriation bill for the College and Universities. It appropriates a total of $643,047,500 and does not cap the number of authorized full-time equivalent positions. This division includes the budgets for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and Systemwide Programs. For benefit costs, the bill increases the appropriated amount for health insurance by $850 to $12,500 per eligible full time FTP, includes a one-year holiday of unemployment insurance, and adjusts workers' compensation amounts. The bill also provides funding for permanent employees for change in employee compensation. The enrollment workload adjustment and endowment adjustments are also included.

The bill funds twelve line items, which provide for occupancy costs; the research center at UI; non-traditional learner support; cybersecurity compliance; title IX support; a chief executive officer previously approved and included Office of the State Board budget; a risk manager previously approved and included Office of the State Board budget; STEM disciplines at BSU; nuclear engineering program support; the shift of dedicated funds to the General Fund to reduce the appropriation to support a 5% CEC; and the Higher Education Stabilization Fund for academic support.

Also included in this bill is two onetime FY 2022 supplemental appropriations, which provide for nuclear engineering program support, and to create an Eastern Idaho Forensic Pathology Center.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2022 Original Appropriation	4,751.82	313,109,200	283,954,700	32,790,000	629,853,900
Prior Year Reappropriation	0.00	0	174,282,900	0	174,282,900
1. Nuclear Engineering Program Support	0.00	1,100,000	0	0	1,100,000
2. Forensic Pathology Center	0.00	900,000	0	0	900,000
FY 2022 Total Appropriation	4,751.82	315,109,200	458,237,600	32,790,000	806,136,800
Executive Carry Forward	0.00	106,800	0	0	106,800
Expenditure Adjustments	(15.84)	0	6,951,200	0	6,951,200
FY 2022 Estimated Expenditures	4,735.98	315,216,000	465,188,800	32,790,000	813,194,800
Removal of Onetime Expenditures	0.00	(2,106,800)	(183,375,900)	(32,790,000)	(218,272,700)
Base Adjustments	0.00	0	12,421,100	0	12,421,100
FY 2023 Base	4,735.98	313,109,200	294,234,000	0	607,343,200
Personnel Benefit Costs	0.00	1,975,000	1,611,000	0	3,586,000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Inflationary Adjustments	0.00	0	2,210,300	0	2,210,300
Replacement Items	0.00	994,200	0	0	994,200
Statewide Cost Allocation	0.00	(476,700)	0	0	(476,700)
Change in Employee Compensation	0.00	16,669,400	11,150,100	0	27,819,500
Nondiscretionary Adjustments	0.00	(717,900)	0	0	(717,900)
Endowment Adjustments	0.00	0	2,557,800	0	2,557,800
FY 2023 Program Maintenance	4,735.98	331,553,200	311,763,200	0	643,316,400
1. Occupancy Costs	0.50	155,500	0	0	155,500
8. UI, Research Center	3.95	279,500	0	5,000	284,500
9. LCSC, Non-Traditional Learners	2.00	323,200	0	6,000	329,200
10. LCSC, Cybersecurity Compliance	0.00	91,600	0	0	91,600
11. LCSC, Title IX Support	1.00	66,600	0	3,000	69,600
13. All Institutions, Chief Audit Executive	0.00	(191,000)	0	0	(191,000)
14. All Institutions, Risk Manager	0.00	(157,600)	0	0	(157,600)
16. BSU, STEM Discipline Support	0.00	1,530,000	0	0	1,530,000
17. UI & ISU, Nuclear Engineering Program Support	6.00	1,019,000	0	0	1,019,000
18. All Institutions, Fund Shift, 5% CEC	0.00	3,395,500	(10,795,200)	0	(7,399,700)
19. BSU, Academic Support	0.00	0	4,000,000	0	4,000,000
Budget Law Exemptions/Reap-propriation	0.00	0	0	0	0
FY 2023 Total	4,749.43	338,065,500	304,968,000	14,000	643,047,500
Chg from FY 2022 Orig Approp	(2.39)	24,956,300	21,013,300	(32,776,000)	13,193,600
% Chg from FY 2022 Orig Approp.	(0.1%)	8.0%	7.4%	(100.0%)	2.1%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 776

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2023; PROVIDING REAPPROPRIATION AUTHORITY; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; PROVIDING REQUIREMENTS FOR SYSTEMWIDE NEEDS; DIRECTING AN ADJUSTMENT FOR STUDENT TUITION AND FEES FOR FISCAL YEAR 2023; PROVIDING REQUIREMENTS FOR PERFORMANCE MEASURES; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2022; PROVIDING GENERAL FUND REAPPROPRIATION AUTHORITY; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2022, through June 30, 2023:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General Fund	$108,501,100	$8,243,500	$3,757,800		$120,502,400
HESF Strategic Interest CU Fund	4,000,000				4,000,000
Unrestricted Fund	104,157,800	42,767,700	137,400		147,062,900
TOTAL	$216,658,900	$51,011,200	$3,895,200		$271,565,300

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
II. IDAHO STATE UNIVERSITY:					
FROM:					
General Fund	$88,472,200	$1,596,000			$90,068,200
Charitable Institutions Endowment Income Fund	1,868,800				1,868,800
Normal School Endowment Income Fund	3,284,800				3,284,800
Unrestricted Fund	29,800,500	20,380,400	$3,607,000		53,787,900
TOTAL	$123,426,300	$21,976,400	$3,607,000		$149,009,700
III. UNIVERSITY OF IDAHO:					
FROM:					
General Fund	$90,775,900	$5,600,700	$4,485,700		$100,862,300
Agricultural College Endowment Income Fund	940,100	740,500	246,900		1,927,500
Scientific School Endowment Income Fund	3,468,500	3,204,200			6,672,700
University Endowment Income Fund		5,127,000	752,900		5,879,900
Unrestricted Fund	47,081,300	14,870,200			61,951,500
American Rescue Plan Fund	0	0	5,000		5,000
TOTAL	$142,265,800	$29,542,600	$5,490,500		$177,298,900
IV. LEWIS-CLARK STATE COLLEGE:					
FROM:					
General Fund	$17,614,100	$2,350,500	$425,300		$20,389,900
Normal School Endowment Income Fund		3,284,400			3,284,400
Unrestricted Fund	13,396,700	1,827,100	23,800		15,247,600

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
American Rescue Plan Fund	0	0	9,000		9,000
TOTAL	$31,010,800	$7,462,000	$458,100		$38,930,900
V. SYSTEMWIDE PROGRAMS:					
FROM:					
General Fund		$2,167,900		$4,074,800	$6,242,700
GRAND TOTAL	$513,361,800	$112,160,100	$13,450,800	$4,074,800	$643,047,500

SECTION 2. REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education any unexpended and unencumbered balances appropriated or reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education from dedicated funds for fiscal year 2022 to be used for nonrecurring expenditures for the period July 1, 2022, through June 30, 2023. The Office of the State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education are hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to them for the period July 1, 2022, through June 30, 2023. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 4. SYSTEMWIDE NEEDS. Of the amount appropriated in Section 1, Subsection V. of this act, the following amounts may be used as follows: (1) an amount not to exceed $902,600 may be used by the Office of the State Board of Education for systemwide needs that benefit all of the four-year institutions, including but not limited to projects to promote accountability and information transfer throughout the higher education system; and (2) an amount of approximately $1,960,500 may be used for the mission and goals of the Higher Education Research Council as outlined in State Board of Education Policy III.W., which includes awards for infrastructure, matching grants, and competitive grants through the Idaho Incubation Fund program.

SECTION 5. STUDENT TUITION AND FEES FOR FISCAL YEAR 2023. Notwithstanding the provisions of Section 67-3516(2), Idaho Code, the Division of Financial Management may approve the expenditure of dedicated state funds pursuant to the noncognizable process for student tuition and fees during fiscal year 2023. Each of the institutions' budget requests for fiscal year 2024 shall reflect all adjustments so approved by the Division of Financial Management.

SECTION 6. PERFORMANCE MEASURES. At the first interim meeting of the Joint Finance-Appropriations Committee in 2022, the Idaho State Board of Education shall bring for the committee's consideration suggested goals and performance measures for the college and universities to be used in future funding analysis.

SECTION 7. In addition to the appropriation made in Section 1, Chapter 347, Laws of 2021, and any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education $900,000 from the General Fund to be expended for operating expenditures for the period July 1, 2021, through June 30, 2022, for the Eastern Idaho Forensic Pathology Center at Idaho State University and $1,100,000 from the General Fund to be expended for the period July 1, 2021, through June 30, 2022, for a nuclear engineering program at Idaho State University and the University of Idaho.

SECTION 8. GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the Office of the State Board of Education any unexpended and unencumbered balances appropriated to the Office of the State Board of Education from the General Fund for nuclear engineering program support and for the Eastern Idaho Forensic Pathology Center in fiscal year 2022, in an amount not to exceed $2,000,000 from the General Fund, to be used for nonrecurring expenditures for the period July 1, 2022, through June 30, 2023. The Office of the State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 9. An emergency existing therefor, which emergency is hereby declared to exist, Section 7 of this act shall be in full force and effect on and after passage and approval. Sections 1, 2, 3, 4, 5, 6, and 8 of this act shall be in full force and effect on and after July 1, 2022.

SUBJECT

Community Colleges FY 2023 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 759 (2022)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for College of Eastern Idaho (CEI), College of Southern Idaho (CSI), College of Western Idaho (CWI) and North Idaho College (NIC). The allocation to the colleges includes the base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2023 appropriation, shown on Tab 1b Attachment 1, includes General Fund increases in benefit costs, base 3% plus $1.25 merit ongoing Change in Employee Compensation (CEC) for all employees, and decreases in Enrollment Workload Adjustment. Line items include the following:

CSI: Bridge to Success Summer Expansion	$137,100
CSI: Adult Learner Services	126,900
CSI: Cyber Security Support	119,700
CSI: Compensation Equalization	56,000
CEI: Math Faculty	80,200
CEI: Biological Sciences Faculty	80,200
CWI: Student Retention	350,100
CWI: Student Success and Support	256,000
NIC: Occupancy Costs	317,300

ATTACHMENTS

Attachment 1 – FY 2023 CC Appropriations Allocation
Attachment 2 – Statement of Purpose/Fiscal Note
Attachment 3 – Appropriation Bill (H759)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2023 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2023 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.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho Community Colleges
FY 2023 Appropriation Allocation - HB 759
11-Mar-22

General Educ Approp: JFAC Action

		CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 22 Total Appropriation						
2	General Funds	15,293,500	5,317,600	17,178,700	12,970,600	1,039,200	51,799,600
3	CARES Act Funding	1,637,500	2,665,600	12,156,400	3,540,500		20,000,000
4	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
5	Total FY22 Total Appropriation	17,131,000	8,183,200	29,535,100	16,711,100	1,039,200	72,599,600
6							
7	FY 23 Base						-
8	General Funds	15,293,500	5,317,600	17,178,700	12,970,600	39,200	50,799,600
9	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10	Total FY 23 Base	15,493,500	5,517,600	17,378,700	13,170,600	39,200	51,599,600
11							-
12	FY 23 Maintenance Items						
13	Changes in Benefit Costs	87,600	27,600	66,500	79,400		261,100
14	Inflationary Cost Increases	-		-	-		-
15	Replacement Items	-		-	-		-
16	CEC: 3% ongoing & $1.25 merit	1,382,000	408,900	1,448,300	1,373,200		4,612,400
17	Enrollment Workload Adjustment	(56,600)	173,900	(196,600)	(174,400)		(253,700)
18		1,413,000	610,400	1,318,200	1,278,200	-	4,619,800
19	FY 23 Maintenance						-
20	General Funds	16,706,500	5,928,000	18,496,900	14,248,800	39,200	55,419,400
21	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22	Total FY 23 Maintenance	16,906,500	6,128,000	18,696,900	14,448,800	39,200	56,219,400
23							
24	FY 23 Line Items						
25	CSI, Bridge to Success Summer Expan	137,100					137,100
26	CSI, Adult Learner Services	126,900					126,900
27	CSI, Cyber Security Support	119,700					119,700
28	CSI, Compensation Equalization	56,000					56,000
29	CEI, Math Faculty		80,200				80,200
30	CEI, Biological Sciences Faculty		80,200				80,200
31	CWI, Student Retention			350,100			350,100
32	CWI, Student Success and Support			256,000			256,000
35	NIC, Occupancy Costs				317,300		317,300
36	Total Line Items	439,700	160,400	606,100	717,300	0	1,923,500
37							
38	FY 23 Total Appropriation						
39	General Funds	17,146,200	6,082,400	19,095,000	14,566,100	39,200	56,928,900
40	CARES Act Funding		6,000	8,000	-	-	14,000
41	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
42	FY 23 Total Appropriation	17,346,200	6,288,400	19,303,000	14,766,100	39,200	57,742,900
43							
44							
45	GF Change from FY 22 Total	12.1%	14.4%	11.2%	12.3%	0.0%	9.9%
46							
47	GF Appropriation Allocation						
48	Personnel Costs	14,835,300	6,060,400	15,652,500	12,399,300		48,947,500
49	Operating Expenses	2,310,900	22,000	3,442,500	2,166,800	39,200	7,981,400
50	Capital Outlay						0
51	Trustee/Benefit Payments						0
52	Total General Funds	17,146,200	6,082,400	19,095,000	14,566,100	39,200	56,928,900

STATEMENT OF PURPOSE

RS29796 / H0759

This is the FY 2023 original appropriation bill for Community Colleges. It appropriates a total of $57,742,900 and includes support for the College of Southern Idaho, North Idaho College, College of Western Idaho, and College of Eastern Idaho. For benefit costs, the bill increases the appropriated amount for health insurance by $850 to $12,500 per eligible full time FTP, includes a one-year holiday of unemployment insurance, and adjusts workers' compensation amounts. The bill also provides funding for permanent employees for change in employee compensation. The bill funds nine line items, which provide for the bridge to success program; adult learner services; cyber security support; compensation equalization support; student retention efforts; student success and support; occupancy costs; math faculty; and science faculty.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2022 Original Appropriation	0.00	51,799,600	800,000	20,000,000	72,599,600
Removal of Onetime Expenditures	0.00	(1,000,000)	0	(20,000,000)	(21,000,000)
Base Adjustments	0.00	0	0	0	0
FY 2023 Base	0.00	50,799,600	800,000	0	51,599,600
Personnel Benefit Costs	0.00	261,100	0	0	261,100
Change in Employee Compensation	0.00	4,612,400	0	0	4,612,400
Nondiscretionary Adjustments	0.00	(253,700)	0	0	(253,700)
FY 2023 Program Maintenance	0.00	55,419,400	800,000	0	56,219,400
1. CSI, Bridge to Success Summer Program Expansion	0.00	137,100	0	0	137,100
2. CSI, Adult Learner Services	0.00	126,900	0	0	126,900
3. CSI, Cyber Security Support	0.00	119,700	0	0	119,700
4. CSI, Compensation Equalization	0.00	56,000	0	0	56,000
5. CWI, Student Retention	0.00	342,100	0	8,000	350,100
6. CWI, Student Success and Support	0.00	256,000	0	0	256,000
7. NIC, Occupancy Costs	0.00	317,300	0	0	317,300
9. CEI, Math Faculty	0.00	77,200	0	3,000	80,200
10. CEI, Biological Sciences Faculty	0.00	77,200	0	3,000	80,200
FY 2023 Total	0.00	56,928,900	800,000	14,000	57,742,900
Chg from FY 2022 Orig Approp	0.00	5,129,300	0	(19,986,000)	(14,856,700)
% Chg from FY 2022 Orig Approp.		9.9%	0.0%	(99.9%)	(20.5%)

Contact:
Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 759

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2023; EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2022, through June 30, 2023:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
I. COLLEGE OF SOUTHERN IDAHO:				
FROM:				
General Fund	$14,835,300	$2,310,900		$17,146,200
Community College Fund	0	200,000		200,000
TOTAL	$14,835,300	$2,510,900		$17,346,200
II. COLLEGE OF WESTERN IDAHO:				
FROM:				
General Fund	$15,652,500	$3,442,500		$19,095,000
Community College Fund		200,000		200,000
American Rescue Plan Fund	0	0	$8,000	8,000
TOTAL	$15,652,500	$3,642,500	$8,000	$19,303,000

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
III. NORTH IDAHO COLLEGE:				
FROM:				
General Fund	$12,399,300	$2,166,800		$14,566,100
Community College Fund	0	175,000	$25,000	200,000
TOTAL	$12,399,300	$2,341,800	$25,000	$14,766,100
IV. COLLEGE OF EASTERN IDAHO:				
FROM:				
General Fund	$6,060,400	$22,000		$6,082,400
Community College Fund	200,000			200,000
American Rescue Plan Fund	0	0	$6,000	6,000
TOTAL	$6,260,400	$22,000	$6,000	$6,288,400
V. CC SYSTEMWIDE:				
FROM:				
General Fund		$39,200		$39,200
GRAND TOTAL	$49,147,500	$8,556,400	$39,000	$57,742,900

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2022, through June 30, 2023. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2022.

SUBJECT

Allocation of the Idaho Division of Career Technical Education appropriation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 799 (2022)

BACKGROUND

The Idaho Legislature appropriates funds for career technical education in Idaho to the Idaho Division of Career Technical Education (IDCTE) in six designated functions: Administration, Secondary and General Programs, Postsecondary Programs, Educator Services, Related Programs and Other Services (continuously appropriated). IDCTE requests approval of the allocation of the FY 2023 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the increased level of funding in House Bill 799 and the provisions of the State Plan for IDCTE. The total appropriation reflects an overall increase of 0.1% from the original FY 2022 appropriation. H799 includes a one-time FY 2022 supplemental appropriation that shifts funds from operating expenditures to personnel costs, reallocates federal funds to align with the current Luma structure, and adds $10 million per the Governor's Leading Idaho plan. The FY 2023 appropriation includes a base 3% plus $1.25 per hour per FTP merit Change in employee Compensation; a 0.7% increase in health insurance premiums by $850 to $12,500; a one-year holiday of unemployment insurance; workers' compensation rate adjustments; and funds six line items as previously approved by the Board.

IMPACT

Establish FY 2023 operating budget.

ATTACHMENTS

Attachment 1 - FY 2023 Allocation of the Idaho Division of Career Technical Education
Attachment 2 - Statement of Purpose/ Fiscal Note (H799)
Attachment 3 - Appropriation Bills (H799)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2023 appropriation for IDCTE as detailed in Attachment 1.

BOARD ACTION

I move to approve the request from the Idaho Division of Career Technical Education for the allocation of the FY 2023 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes ____ No _____

Idaho Division of Career Technical Education
By Appropriation Unit, Account Category and Fund

		FY 2023*	FY 2022**	% Inc/(Dcr)	
1	**EDEA - Administration (2.8%)**				
2	By Account Category				
3	50 Personnel Costs	1,939,600	1,782,200	8.8%	(1)
4	55 Operating Expenditures	382,200	386,300	(1.1%)	
5	Total	2,321,800	2,168,500	7.1%	
6	By Fund				
7	10000 General Fund	2,301,800	2,148,500	7.1%	(1)
8	34800 Federal Grants	20,000	20,000	0.0%	(1)
9	Total	2,321,800	2,168,500	7.1%	
10					
11	**EDEB - Secondary and General (24.0%)**				
12	By Account Category				
13	50 Personnel Costs	1,746,100	1,574,600	10.9%	(1)
14	55 Operating Expenditures	542,000	1,134,700	(52.2%)	(1)
15	60 Capital Outlay	3,600	0		
16	70 Trustee and Benefit Payments	17,886,700	20,973,800	(14.7%)	(4)
17	Total	20,178,400	23,683,100	(14.8%)	
18	By Fund				
19	10000 General Fund	16,163,800	16,153,500	0.1%	(1)
20	34500 ARPA/Federal COVID-19 Relief	3,600	210,000	(98.3%)	(3)
21	34800 Federal Grants	3,986,000	7,294,600	(45.4%)	(1)
22	34900 Miscellaneous Revenue	25,000	25,000	0.0%	(1)
23	Total	20,178,400	23,683,100	(14.8%)	
24					
25	**EDEC - Postsecondary (63.4%)**				
26	By Account Category				
27	50 Personnel Costs	45,517,800	43,209,800	5.3%	
28	55 Operating Expenditures	5,134,600	3,534,000	45.3%	(2)
29	60 Capital Outlay	107,700			
30	70 Trustee and Benefit Payments	2,685,500	2,500,000	7.4%	(4)
31	Total	53,445,600	49,243,800	8.5%	
32	By Fund				
33	10000 General Fund	50,760,100	49,243,800	3.1%	(1)
34	34800 Federal Grants	2,685,500	0		(1)
35	Total	53,445,600	49,243,800	8.5%	
36					
37	**EDED - Educator Services (1.8%)**				
38	By Account Category				
39	50 Personnel Costs	294,900	166,500	77.1%	(1)
40	55 Operating Expenditures	509,100	509,900	(0.2%)	(1)
41	70 Trustee and Benefit Payments	702,500	2,222,900	(68.4%)	(1,4)
42	Total	1,506,500	2,899,300	(48.0%)	
43	By Fund				
44	10000 General Fund	1,231,500	2,624,300	(53.1%)	(1)
45	21800 Displaced Homemaker	0	0		(1)
46	34900 Miscellaneous Revenue	275,000	275,000	0.0%	
47	Total	1,506,500	2,899,300	(48.0%)	

	FY 2023*	FY 2022**	% Inc/(Dcr)	
EDEJ - Related Programs (8.1%)				
By Account Category				
50 Personnel Costs	815,400	593,100	37.5%	(1,5)
55 Operating Expenditures	231,100	313,100	(26.2%)	(1,5)
70 Trustee and Benefit Payments	5,739,800	5,294,700	8.4%	(4,5)
Total	6,786,300	6,200,900	9.4%	
By Fund				
10000 General Fund	2,734,800	2,837,400	(3.6%)	(1)
21800 Displaced Homemaker	170,000	170,000	0.0%	(1)
27400 Hazardous Materials	67,800	67,800	0.0%	(1)
34800 Federal Grants	3,798,700	3,110,700	22.1%	(6)
34900 Miscellaneous Revenue	15,000	15,000	0.0%	(1)
Total	6,786,300	6,200,900	9.4%	
EDEK - Other Services (Continuous Appropriation per IC 33-4904)				
By Account Category				
70 Trustee and Benefit Payments	0	0		
Total	0	0		
By Fund				
31901 Motorcycle Safety Training	0	0		
Total	0	0		
All Functions				
By Account Category				
50 Personnel Costs	50,313,800	47,326,200	6.3%	
55 Operating Expenditures	6,799,000	5,878,000	15.7%	
60 Capital Outlay	111,300	0		
70 Trustee and Benefit Payments	27,014,500	30,991,400	(12.8%)	
Total	84,238,600	84,195,600	0.1%	
By Fund				
10000 General Fund	73,192,000	73,007,500	0.3%	
21800 Displaced Homemaker	170,000	170,000	0.0%	
27400 Hazardous Materials	67,800	67,800	0.0%	
34500 ARPA/Federal COVID-19 Relief	3,600	210,000	(98.3%)	
34800 Federal Grants	10,490,200	10,425,300	0.6%	
34900 Miscellaneous Revenue	315,000	315,000	0.0%	
Total	84,238,600	84,195,600	0.1%	

* CEC of about 7%, health premium increase of $850 per FTP, unemployment insurance holiday, six line items, and FY 2022 supplement requests including $10 million for Leading Idaho projects

** Net of ongoing 2% base reduction; 2% CEC; .55% variable benefits; no change in health premium

1) FY 2022 Luma project realignment; zero-sum agency-wide; FY 2023 CEC of about 7%

2) FY 2023 shifted PC to OE given pandemic-related changes; added to PC via line-item requests

3) FY 2022 HERF funds remaining balance available until Sep. 30, 2021

4) FY 2022 Building Idaho's Future (BIF) funding = $4,750,000 in Trustee and Benefit Payments

5) FY 2022 Moved Fire Service Training program from postsecondary to IDCTE; zero-sum

6) Federal Apprenticeship grant; increases in Adult Education and Perkins grants

STATEMENT OF PURPOSE

RS29856 / H0799

This is the FY 2023 original appropriation bill for the Division of Career Technical Education. It appropriates a total of $84,238,600 and includes support for secondary and postsecondary career technical programming. For benefit costs, the bill increases the appropriated amount for health insurance by $850 to $12,500 per eligible full time FTP, includes a one-year holiday of unemployment insurance, and adjusts workers' compensation amounts. The bill also provides funding for permanent employees for the equivalent of a 3% salary structure shift and provides $1.25 per hour per eligible employee to be distributed based on merit for change in employee compensation.

The bill funds six line items, which provide additional funds for added cost and program growth for secondary CTE programs; quality program grant expansion; program quality support; postsecondary program support; a federal apprenticeship grant; and multiple program transfers to align programs.

This bill includes onetime FY 2022 supplemental appropriations, which provide for program transfers and account category realignment and program expansion and support. The latter includes funding to integrate the divisions data management with the Idaho System for Education Excellence, secondary and postsecondary grants for modernization and expansion, and program-industry alignment efforts.

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2022 Original Appropriation	586.01	73,007,500	552,800	10,635,300	84,195,600
Prior Year Reappropriation	0.00	0	0	33,600	33,600
1. Fire Service Training, Shift to PC	0.00	0	0	0	0
2. INSPIRE Program, Shift to PC	0.00	0	0	0	0
3. Perkins Grants Coordinator, Shift to PC	0.00	0	0	0	0
4. Perkins Student Leadership, PC Shift	0.00	0	0	0	0
5. Federal Funding, Program Transfer	0.00	0	0	0	0
6. Data Management System, ISEE	0.00	1,500,000	0	0	1,500,000
7. Secondary Modernization/Support	0.00	4,000,000	0	0	4,000,000
8. Program Alignment with Industry	0.00	500,000	0	0	500,000
9. Postsecondary Modernization/Expansion	0.00	4,000,000	0	0	4,000,000
FY 2022 Total Appropriation	586.01	83,007,500	552,800	10,668,900	94,229,200
Expenditure Adjustments	(42.87)	(187,500)	0	0	(187,500)
FY 2022 Estimated Expenditures	543.14	82,820,000	552,800	10,668,900	94,041,700
Removal of Onetime Expenditures	(1.00)	(14,625,000)	0	(681,400)	(15,306,400)
Base Adjustments	0.00	0	0	(210,000)	(210,000)
FY 2023 Base	542.14	68,195,000	552,800	9,777,500	78,525,300
Personnel Benefit Costs	0.00	293,000	0	6,100	299,100
Statewide Cost Allocation	0.00	(4,100)	0	0	(4,100)
Change in Employee Compensation	0.00	2,748,200	0	56,800	2,805,000
FY 2023 Program Maintenance	542.14	71,232,100	552,800	9,840,400	81,625,300
1. Added Costs, Program Growth	0.00	702,600	0	0	702,600
2. Quality Program Grant Expansion	0.00	127,000	0	0	127,000
3. Program Quality Support	1.00	110,300	0	3,600	113,900
4. Postsecondary Program Support	11.25	1,020,000	0	0	1,020,000
5. Federal Apprenticeship Grants	1.00	0	0	649,800	649,800
6. LUMA Appropriation Realignment	(1.75)	0	0	0	0
Budget Law Exemptions/Other Adjustments	0.00	0	0	0	0
FY 2023 Total	553.64	73,192,000	552,800	10,493,800	84,238,600
Chg from FY 2022 Orig Approp	(32.37)	184,500	0	(141,500)	43,000
% Chg from FY 2022 Orig Approp.	(5.5%)	0.3%	0.0%	(1.3%)	0.1%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 799

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION; APPROPRIATING MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2023; EXEMPTING THE APPROPRIATION FROM OBJECT TRANSFER LIMITATIONS FOR POSTSECONDARY PROGRAMS; REDUCING THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2022; APPROPRIATING ADDITIONAL MONEYS TO THE DIVISION OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2022; PROVIDING GENERAL FUND REAPPROPRIATION AUTHORITY; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2022, through June 30, 2023:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. CTE ADMINISTRATION:					
FROM:					
General Fund	$1,939,600	$362,200			$2,301,800
Federal Grant Fund	0	20,000			20,000
TOTAL	$1,939,600	$382,200			$2,321,800
II. SECONDARY AND GENERAL PROGRAMS:					
FROM:					
General Fund	$1,023,300	$239,200		$14,901,300	$16,163,800
Miscellaneous Revenue Fund		25,000			25,000
American Rescue Plan Fund			$3,600		3,600
Federal Grant Fund	722,800	277,800	0	2,985,400	3,986,000
TOTAL	$1,746,100	$542,000	$3,600	$17,886,700	$20,178,400

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:					
FROM:					
General Fund	$45,517,800	$5,134,600	$107,700		$50,760,100
Federal Grant Fund	0	0	0	$2,685,500	2,685,500
TOTAL	$45,517,800	$5,134,600	$107,700	$2,685,500	$53,445,600
IV. EDUCATOR SERVICES PROGRAM:					
FROM:					
General Fund	$294,900	$234,100		$702,500	$1,231,500
Miscellaneous Revenue Fund	0	275,000		0	275,000
TOTAL	$294,900	$509,100		$702,500	$1,506,500
V. RELATED PROGRAMS:					
FROM:					
General Fund	$503,500	$141,300		$2,090,000	$2,734,800
Displaced Homemaker Fund				170,000	170,000
Hazardous Materials/Waste Enforcement Fund				67,800	67,800
Miscellaneous Revenue Fund		15,000			15,000
Federal Grant Fund	311,900	74,800		3,412,000	3,798,700
TOTAL	$815,400	$231,100		$5,739,800	$6,786,300
GRAND TOTAL	$50,313,800	$6,799,000	$111,300	$27,014,500	$84,238,600

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsecondary Programs within the Division of Career Technical Education are hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes for all moneys appropriated to

it for the period July 1, 2022, through June 30, 2023. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. Notwithstanding any other provision of law to the contrary, the appropriation made to the Division of Career Technical Education in Section 1, Chapter 130, Laws of 2021, is hereby reduced in the following amounts according to the designated programs and expense classes from the listed funds for the period July 1, 2021, through June 30, 2022:

	FOR OPERATING EXPENDITURES	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. SECONDARY AND GENERAL PROGRAMS:			
FROM:			
Federal Grant Fund	$52,000	$1,005,200	$1,057,200
II. EDUCATOR SERVICES PROGRAM:			
FROM:			
Federal Grant Fund	$25,500		$25,500
III. RELATED PROGRAMS:			
FROM:			
General Fund	$50,000		$50,000
Federal Grant Fund	48,000		48,000
TOTAL	$98,000		$98,000
GRAND TOTAL	$175,500	$1,005,200	$1,180,700

SECTION 4. In addition to the appropriation made in Section 1, Chapter 130, Laws of 2021, and any other appropriation provided by law, there is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2021, through June 30, 2022:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. CTE ADMINISTRATION:				
FROM:				
General Fund		$1,500,000		$1,500,000
II. SECONDARY AND GENERAL PROGRAMS:				
FROM:				
General Fund			$4,500,000	$4,500,000
Federal Grant Fund	$52,000		0	52,000
TOTAL	$52,000		$4,500,000	$4,552,000
III. POSTSECONDARY PROGRAMS:				
FROM:				
General Fund			$4,000,000	$4,000,000
Federal Grant Fund			900,000	900,000
TOTAL			$4,900,000	$4,900,000
IV. EDUCATOR SERVICES PROGRAM:				
FROM:				
Federal Grant Fund	$25,500			$25,500
V. RELATED PROGRAMS:				
FROM:				
General Fund	$50,000			$50,000
Federal Grant Fund	48,000		$105,200	153,200
TOTAL	$98,000		$105,200	$203,200
GRAND TOTAL	$175,500	$1,500,000	$9,505,200	$11,180,700

SECTION 5. GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the Division of Career Technical Education the unexpended and unencumbered balances appropriated to the Division of Career Technical Education from the General Fund for program expansion and support in fiscal year 2022, in an amount not exceed $10,000,000 from the General Fund, to be used for nonrecurring expenditures for the period July 1, 2022, through June 30, 2023. The Office of the State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 6. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

SUBJECT

FY 2023 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY 2017 maximum annual award amount at $3,000, expected student contribution at $3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY 2018 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY 2019 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.
April 2019	The Board set the FY 2020 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
December 2019	Board reviewed annual State Scholarship Report.
April 2020	The Board set the FY 2021 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.
April 2021	The Board set the FY 2022 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

BACKGROUND/ DISCUSSION

The Legislature appropriated approximately $27.7M in the FY 2022 budget for Scholarships and Grants managed by the Office of the State Board of Education. This amount is made up of approximately $22.2M from the General Fund, $1M from Miscellaneous Revenue, and $4.5M in federal funds. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship. The GEARUP Idaho Scholarship is part of a state and federal cooperative program.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students'

expected family contribution calculated on the Free Application for Federal Student Aid (FAFSA) at the time of application and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' cumulative grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Section 33-4303, Idaho Code, the purpose of the Idaho Opportunity Scholarship is to:

a. Recognize that all Idaho citizens benefit from an educated citizenry;
b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
d. Increase the opportunity for economically disadvantaged Idaho students; and
e. Incentivize students to complete a postsecondary education degree or certificate.

Section 33-4303, Idaho Code requires the Board set annually the educational costs for attending an eligible Idaho postsecondary institution; and to establish the need and merit criteria, the expected contributions of the student, the student's family and available federal financial aid, and the maximum educational costs. These criteria along with the application process are established in Administrative Code, IDAPA 08.01.13.

The educational cost is the amount determined by the Board as necessary for student tuition, fees, books, and other such expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution. This cost is used in determining the monetary value of the Opportunity Scholarship. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution annually. Staff recommendations for determining this amount are based on the institutions' published educational cost for full-time undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to Section 33-4303, Idaho Code, the maximum award amount may not exceed the actual education costs at the eligible institution the student attends or the educational costs established by the Board. When a student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited by the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to

make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether a student attended a 2-year or a 4-year institution, in FY 2022 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	$4,916,579	1,465	$3,440
2015-2016	$5,146,248	1,868	$2,881
2016-2017	$9,868,532	3,454	$2,857
2017-2018	$11,418,815	3,724	$3,066
2018-2019	$14,197,231	4,318	$3,288
2019-2020	$20,809,523	6,206	$3,352
2020-2021	$20,533,644	6,248	$3,270
2021-2022	$20,532,236	6,229	$3,301

Of the awards made for the 2021-22 school year, 74 awardees earned the scholarship under the provisions established for Adult Learners.

Individual student award amounts for the Opportunity Scholarship are calculated based on: the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of $21,898, the Opportunity Scholarship award amount would be calculated as follows:

	Student A	Student B	Student C
Educational Cost for Institution	$22,254	$22,254	$22,254
Student Contribution	$3,000	$3,000	$3,000
Other Scholarships and Financial Aid	$10,000	$16,000	$5,000
Total Remaining	$8,898	$3,254	$13,898
Maximum Eligible Award Amount	$3,500	$3,300	$3,500

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual

amount charged to the student. Payments are deposited into the students' institution account on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2023.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Senate Bill 1392 (2022), setting the Special Programs FY 23 budget, appropriates $22.2M from the General Fund, $1M from miscellaneous revenue, and $4.5M in federal funds for scholarship awards made for the 2022-2023 school year.

To be eligible for the Idaho Opportunity Scholarship a student must meet the minimum academic requirements established in Idaho Code and Administrative Code.

Pursuant to Section 33-4303, Idaho Code, an eligible student must:

- be an Idaho resident as defined in Section 33-3717B, Idaho Code;
- have graduated or will graduate from an accredited high school or its equivalent in Idaho;
- have enrolled or applied to an eligible Idaho postsecondary educational institution;
- be a postsecondary undergraduate student who has not previously completed a baccalaureate (bachelor's) degree or higher; and
- meet need and merit criteria as set by the Board.

The need and merit requirements set by the Board are established in IDAPA 08.01.13:

- 2.7 GPA or higher (or its equivalent as determined by a college entrance exam); adult learners may apply with a 2.5 GPA;
- good standing with postsecondary institution if renewing;
- completed the applicable course load requirements for renewal; and
- completed the FAFSA by the deadline.

Traditional applicants must attend full time and meet the minimum applicable credit requirements. Individuals with 24 or more earned credits who were granted the scholarship under the adult learner provision may attend part time, within the minimum part time credit hour requirements.

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Students are ranked based on the combination of the

student need and student merit criteria. Up to 20% of the scholarship may be set aside for adult learners with some credits and no degree, however, due to the low number of adult learner applicants a much smaller amount is set aside each year.

Based on the educational costs for each eligible institution, staff recommends the FY 2023 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. $22,254 for students attending University of Idaho (.4% increase over FY 2022)
2. $25,522 for students attending Boise State University (5.0% increase over FY 2022)
3. $23,092 for students attending Idaho State University (.3% decrease over FY 2022)
4. $19,042 for students attending Lewis-Clark State College (.6% increase over FY 2022)
5. $16,773 for students attending College of Eastern Idaho (0.0% increase over FY 2022)
6. $14,650 for students attending College of Southern Idaho (2.5% increase over FY 2022)
7. $16,323 for students attending College of Western Idaho (2.8% increase over FY 2022)
8. $14,922 for students attending North Idaho College (0.0% increase over FY 2022)

Pursuant to IDAPA 08.01.13, the FY 2023 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public four-year institutions. For FY2023, this amount would be $22,478.

Staff recommends:

- The FY 2023 student contribution remain $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution; and
- The maximum award amount remain at $3,500 for FY 2023.

BOARD ACTION

I move to approve the FY 2023 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the Opportunity Scholarship maximum award amount for FY 2023 to be set at $3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2023 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENT 1

Educational Costs at Institutions	
University of Idaho	$22,254
Boise State University	$25,522
Idaho State University	$23,092
Lewis-Clark State College	$19,042
College of Eastern Idaho	$16,773
College of Southern Idaho	$14,650
College of Western Idaho	$16,323
North Idaho College	$14,922

BOISE STATE UNIVERSITY

SUBJECT

Fourteen (14) Online Program Fees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer five new online undergraduate certificates and nine existing undergraduate certificates, utilizing an online program fee consistent with Board Policy V.R, Establishment of Fees. These certificates will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. A description of the certificates are included below.

Applied Leadership: Growing into a High-Impact Leader Certificate is an existing online certificate that provides students with insight into the challenges facing today's leaders while developing their own set of skills to address these challenges.

Content Production Certificate is an existing online certificate that provides students with (i) a broad foundation in design, (ii) an ability to interpret data and feedback to build prototypes and iterate ideas, and (iii) skills in teamwork and collaboration.

Creative Influence Certificate is an existing online certificate that provides students with (i) cultural competency and the capacity to weigh the impact of design on different populations, (ii) the ability to synthesize social and cultural insights from user data, and (iii) skills to identify user needs and implement design thinking methods to creatively solve problems.

Cryptography and Cryptanalysis Certificate is an existing online certificate that provides students with the necessary knowledge critical to the safeguarding of information security in the form of confidentiality, information integrity, authentication and non-repudiation services. With the increased need for certified credentials, the availability and value of these courses will now be highlighted by associating an explicit industry-relevant credential to completing the sequence of courses. The certificate will be offered to a broader demographic of students, including the traditional student, nontraditional adult students, including working adults planning to advance their careers, as well as students or adults located elsewhere in Idaho and the nation or in degree programs at other Idaho or national institutions and seeking this credential.

Cyber Operations Certificate is an existing online certificate that provides students with competency in cyber operations. There is a significant demand from industry and government at all levels for graduates with a skillset to function in cyber operations environments. This includes students who understand business needs and are able to operate the tools to defend and protect information systems and networks.

Cyber-Physical Systems Security for All Certificate is an existing certificate that provides students with cyber awareness. In this technology forward world, one that is expanding more rapidly than society and policy can react, it is imperative that we train all students with fundamental cyber defense skills. Accordingly, all students, no matter the major, should understand the implications of good versus bad cyber hygiene. The Cyber-Physical Systems Security-for-All (aka cyber for all) certificate bridges this gap. This certificate can be added to any degree across campus.

Innovation and Design Certificate is an existing certificate that provides students with (i) a broad foundation in creativity and innovation, (ii) a fluency in the use of emerging technologies, and (iii) the ability to apply design methodologies to creatively solve real-world problems.

Plus Business Certificate is an existing certificate that prepares graduates for the challenges of a competitive job market, providing liberal arts, health science, and engineering students with sufficient business knowledge to navigate any business environment successfully. Students will be able to understand the interrelationships among business functional areas and how businesses create value. This certificate provides skills for successful team management, business communication, and the tools and concepts required to make value-added financial decisions. The proposed program provides any non-business major at Boise State the option to add applied business knowledge to their chosen field of study.

Professional Readiness Certificate is a recently created fully online certificate. This program was developed with carefully selected courses, which target the core competencies that students need to excel outside of college. The certificate is especially supportive of student career development. The assemblage of courses gives students an edge in the workforce before they complete their degree(s) and allows them to pursue professional experience sooner. The certificate works closely with different departments across campus, bringing an interdisciplinary approach to workforce readiness.

Business Prep is a recently created fully online certificate. Select business and economics courses currently offered in Boise State's Online Degree Pathway (ODP) program are included in the Business Prep certificate.

Business Prep is designed as a business fundamentals certificate that supports several new and developing programs across Boise State. As we grow the Community Impact Program (CIP) and Management BBA program, a fully online pre-business certificate presents an additional entry point to college for non-traditional students. This certificate will contribute as part of a stackable degree program development at Boise State University.

This business fundamentals certificate would encourage higher numbers of lower division students to apply to and continue in the Management BBA program, as there would be better alignment between their chosen classes and required classes. Without a formal lower division curriculum, the pre-management student group signals interest only, rather than a meaningful commitment. The certificate aligns program expectations, advising guidance, and student behavior.

Data Analysis for All is a recently created fully online certificate, which integrates essential skills in communication, critical thinking, and creativity with data analysis tools and practices, including using spreadsheets, SQL (structured query language), and the R programming language. As part of earning the certificate, students will produce portfolio artifacts, earn the Google Career Data Analytics credential, and gain access to resources and employers in a high-demand field.

IT Support for All is a recently created fully online certificate, which integrates essential skills in communication, critical thinking, and creativity with systems management tools and practices, networking basics, including protocols, cloud computing, and practical applications of network security and troubleshooting. As part of earning the certificate, students will produce professional portfolio artifacts, earn the Google Career IT Support Professional credential, and gain access to resources and employers in a high-demand field.

Project Management for All is a recently created fully online certificate, which integrates essential skills in communication, critical thinking, and creativity with project management tools and practices, including iterative approaches such as Agile project management and the Scrum methodology. As part of earning the certificate, students will produce portfolio artifacts, earn the Google Career Project Management credential, and gain access to resources and employers in a high-demand field.

User Experience Design Certificate is an existing online certificate that provides students with (i) a broad foundation in design thinking and methodologies, (ii) a fluency in user experience design tools and processes, and (iii) the ability to develop and apply metrics for evaluating the success of design choices.

IMPACT

Approval of the student fees for the certificates will allow Boise State to charge an online program fee in lieu of resident or non-resident tuition in accordance with

Board Policy V.R., 3.a.x. The price-point of $350 for the online certificates aligns with the majority of Boise State University's undergraduate online programs.

ATTACHMENTS

Attachment 1 – Notification Letter – Professional Readiness Certificate
Attachment 2 – Notification Letter – Business Prep Certificate
Attachment 3 – Notification Letter – Data Analysis for All Certificate
Attachment 4 – Notification Letter – IT Support for All Certificate
Attachment 5 – Notification Letter – Project Management for Certificate

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G does not require approval of a new undergraduate or graduate certificate consisting of fewer than 30 credit requirements. The requests before the Board are to approve online program fees for each certificate.

Boise State's request to assess an online program fee of $350 per credit for each of the undergraduate certificates listed above aligns with criteria as defined in Board Policy V.R.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $350 per credit for undergraduate certificates in Applied Leadership Growing into a High Impact Leader; Content Production; Creative Influence; Cryptography and Cryptanalysis; Cyber Operations; Cyber Physical Systems Security for All; Innovation and Design; Plus Business; Professional Readiness; Business Prep; Data Analysis for All; IT Support for All; Project Management for All; and User Experience Design.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY
OFFICE OF THE PROVOST

February 22, 2022

TJ Bliss
Chief Academic Officer
Office of the Idaho State Board of Education
Boise, ID

Dear TJ,

The purpose of this this Notification Letter is to notify you (as per Board Policy Section III.G.3.c.) of our intent to create a *Professional Readiness* undergraduate certificate in the College of Arts and Sciences.

The new certificate will go into effect in Fall 2022.

This program was developed with carefully selected courses which target the core competencies that students need to excel outside of college. The certificate is especially supportive of student career development. The assemblage of courses gives students an edge in the workforce before they complete their degree(s) and allows them to pursue professional experience sooner. The certificate works closely with different departments across campus, bringing an interdisciplinary approach to workforce readiness.

The wholly online 12 credit certificate will not require any additional resources. Projected enrollment is 30 students.

Please do not hesitate to contact me should you need additional information.

Sincerely,

Zeynep Hansen, PhD
Vice Provost for Academic Planning
Office of the Provost

Cc: Patty Sanchez
John Buckwalter
Mark Damm
Leslie Durham

1910 University Drive Boise ID, 83725-1001
Phone (208) 426-1202 provost@boisestate.edu boisestate.edu/academics
This letter is an electronic communication from Boise State University

Professional Readiness Certificate	
Course Number and Title	Credits
IDS100 – Skill Advancement I	1
IDS200 – Skill Advancement II	1
IDS299 – Skill Advancement III	1
Complete 3 of the following	
• Take at least 1 of the following:	
o IDS210 – Technology Essentials for the Modern Workplace	3
o COID264 – Project Management I: Start, Plan, Run	3
• Take at least 1 of the following:	
o IDS211 – Data Informed Problem Solving	3
o COID268 – Data Analysis I: Prepare, Process, Analyze	3
• Take at least 1 of the following:	
o IDS210 – Technology Essentials for the Modern Workplace	3
o BUSCOM201 – Global Business Communication	3
o ENGL212 – Introduction to Technical Communication	3
• Take at least 3 credits from the following:	
o IDS213 – Fostering Cooperation and Innovation	3
o IDS292 – IDS Practicum	1
o IDS293 – IDS Internship	1
o COMM201 – Argument and Reason	3
Total Credits	12

1910 University Drive Boise ID, 83725-1001
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This letter is an electronic communication from Boise State University

February 7, 2022

TJ Bliss
Chief Academic Officer
Office of the Idaho State Board of Education
Boise, ID

Dear TJ,

The purpose of this Notification Letter is to notify you (as per Board Policy Section III.G.3.c.) of our intent to create a new *Business Prep Certificate in* the College of Business and Economics.

The new undergraduate certificate will go into effect in Fall 2022.

Select business and economics courses currently offered in Boise State's Online Degree Pathway (ODP) program are included in the Business Prep certificate.

Business Prep is designed as a business fundamentals certificate that supports several new and developing programs across Boise State. As we grow the Community Impact Program (CIP) and Management BBA program, a fully online pre-business certificate presents an additional entry point to college for non-traditional students. This certificate will contribute as part of a stackable degree program development at Boise State University.

Graduates of this certificate will gain valuable critical thinking and quantitative analysis skills that apply to a broad range of career goals. Specifically, students will be able to apply introductory accounting, economics, and spreadsheet principles in a variety of academic and pre-professional contexts. The certificate provides a gateway to upper-division business courses should a student choose to pursue that option. The certificate will help stimulate the state economy by expanding access to skills and knowledge that provide a foundation for business acumen.

Please do not hesitate to contact me should you need additional information.

Sincerely,

Zeynep Hansen, PhD
Vice Provost for Academic Planning
Office of the Provost

Cc: Patty Sanchez
John Buckwalter
Mark Damm
Mark Bannister

Business Prep Certificate	
Course Number and Title	Credits
ACCT205 – Introduction to Financial Accounting	3
ACCT206 – Introduction to Managerial Accounting	3
ITM109 – Introductory Spreadsheet Topics	1
Take at Least one of the Following:	
ECON201 – Principals of Macroeconomics	3
ECON202 – Principals of Microeconomics	3
Total Credits	10

BOISE STATE UNIVERSITY
OFFICE OF THE PROVOST

February 22, 2022

TJ Bliss
Chief Academic Officer
Office of the Idaho State Board of Education
Boise, ID

Dear TJ,

The purpose of this this Notification Letter is to notify you (as per Board Policy Section III.G.3.c.) of our intent to create a *Data Analysis for All* undergraduate certificate in the College of Innovation and Design.

The new certificate will go into effect in Fall 2022.

The *Data Analysis for All* certificate integrates essential skills in communication, critical thinking, and creativity with data analysis tools and practices, including using spreadsheets, SQL (structured query language), and the R programming language. As part of earning the certificate, students will produce portfolio artifacts, earn professional credentials, and gain access to resources and employers in high-demand fields.

The wholly online 7 credit certificate will not require any additional resources. Projected enrollment is 50 students.

Please do not hesitate to contact me should you need additional information.

Sincerely,

Zeynep Hansen, PhD
Vice Provost for Academic Planning
Office of the Provost

Cc: Patty Sanchez
John Buckwalter
Mark Damm
Shawn Benner

1910 University Drive Boise ID, 83725-1001
Phone (208) 426-1202 provost@boisestate.edu boisestate.edu/academics
This letter is an electronic communication from Boise State University

Data Analysis for All Certificate	
Course Number and Title	Credits
COID268 – Data Analysis I: Prepare, Process, Analyze	3
COID269- Data Analysis II: Visualize, Share, Act	4
Total Credits	7

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This letter is an electronic communication from Boise State University

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This letter is an electronic communication from Boise State University

BOISE STATE UNIVERSITY
OFFICE OF THE PROVOST

February 22, 2022

TJ Bliss
Chief Academic Officer
Office of the Idaho State Board of Education
Boise, ID

Dear TJ,

The purpose of this this Notification Letter is to notify you (as per Board Policy Section III.G.3.c.) of our intent to create an *IT Support for All* undergraduate certificate in the College of Innovation and Design.

The new certificate will go into effect in Fall 2022.

The *IT Support for All* certificate integrates essential skills in communication, critical thinking, and creativity with systems management tools and practices, networking basics, including protocols, cloud computing, and practical applications of network security and troubleshooting. As part of earning the certificate, students will produce portfolio artifacts, earn professional credentials, and gain access to resources and employers in a high-demand field.

The wholly online 7 credit certificate will not require any additional resources. Projected enrollment is 50 students.

Please do not hesitate to contact me should you need additional information.

Sincerely,

Zeynep Hansen, PhD
Vice Provost for Academic Planning
Office of the Provost

Cc: Patty Sanchez
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Shawn Benner

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This letter is an electronic communication from Boise State University

IT Support for All Certificate	
Course Number and Title	Credits
COID266 – IT Support I: Support and Computer Networking	3
COID267 – IT Support II: System Administration, Infrastructure, and Security	4
Total Credits	7

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BOISE STATE UNIVERSITY
OFFICE OF THE PROVOST

February 22, 2022

TJ Bliss
Chief Academic Officer
Office of the Idaho State Board of Education
Boise, ID

Dear TJ,

The purpose of this this Notification Letter is to notify you (as per Board Policy Section III.G.3.c.) of our intent to create a *Project Management for All* undergraduate certificate in the College of Innovation and Design.

The new certificate will go into effect in Fall 2022.

The *Project Management for All* certificate integrates essential skills in communication, critical thinking, and creativity with project management tools and practices, including iterative approaches such as Agile project management and Scrum methodology. As part of earning the certificate, students will produce portfolio artifacts, earn professional credentials, and gain access to resources and employers in a high demand field.

The wholly online 7 credit certificate will not require any additional resources. Projected enrollment is 50 students.

Please do not hesitate to contact me should you need additional information.

Sincerely,

Zeynep Hansen, PhD
Vice Provost for Academic Planning
Office of the Provost

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Mark Damm

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This letter is an electronic communication from Boise State University

Project Management for All Certificate	
Course Number and Title	Credits
COID264 – Project Management I: Start, Plan, Run	3
COID265 – Project Management II: Apply, Execute, Deliver	4
Total Credits	7

1910 University Drive Boise ID, 83725-1001
Phone (208) 426-1202 provost@boisestate.edu boisestate.edu/academics
This letter is an electronic communication from Boise State University

BOISE STATE UNIVERSITY

SUBJECT

Dining Services Agreement between Boise State University and Compass Group USA, Inc., by and through its Chartwells Higher Education Division ("Chartwells").

REFERENCE

April 2006	Idaho State Board of Education (Board) delegated approval authority to the Executive Director of the State Board of Education for the food service contract with Aramark Educational Services, LLC (Aramark)
July 2006	Executive Director for the Board approved food service contract with Aramark
February 2016	Board approved food service contract with Aramark for five years with optional five one-year renewals.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3 and V.C.2.a

BACKGROUND/DISCUSSION

The campus dining experience is a meaningful and integral part of campus life, connecting the community, and helping to foster student success and retention. The dining program is designed to create memories and enrich the student experience, playing an integral role in student success.

History and Procurement Process

Boise State University has historically utilized a third-party contractor to operate its dining services operations, in conjunction with the University's Campus services staff. As the current contract neared expiration, Boise State issued a Request for Proposal ("RFP") for Dining Services to solicit proposals from contractors desiring to provide dining service operations at Boise State University. The University involved key University stakeholders, including students, as well as its consultants in the RFP creation and evaluation process as part of the Evaluation Team. After evaluating all responses in accordance with the RFP and standard purchasing policies and procedures, Boise State selected Chartwells' proposal and commenced contract negotiations.

Dining Services Agreement

At this time, Boise State is requesting the Board's approval to enter into the attached Dining Services Agreement with Chartwells for an initial term of five years (the "initial term"), with five additional one-year renewal terms subject to mutual

agreement (each a "renewal term"), for a maximum term of ten years. Some key terms of the Agreement are summarized as follows:

Services Provided
Chartwells will provide residential dining, retail dining, micro-markets, concessions, alcoholic and non-alcoholic beverage services, athletic training table services, and food vending. In addition, Chartwells will provide catering on a non-exclusive basis, including camp and conference services, as the University's preferred caterer. Chartwells will be required to comply with all applicable University policies and procedures, including alcohol permitting requirements, as well as licensing requirements and other applicable laws and regulations in providing all contracted services.

Fees and Payments
Services will be provided on a cost of business plus management fee basis whereby Chartwells is reimbursed for Chartwells' Cost of Business and receives a Management Fee equal to four percent (4%) of Net Sales. Costs of Business reimbursed to Chartwells include direct and actual cost paid by Chartwells for the purpose of providing Services to the University. The University has agreed to provide an advance of $1,000,000 to Chartwells for initial operations costs. Receipt by Chartwells of their full Management Fee is subject to performance metrics (KPIs) established by the Parties. In addition, Chartwells has provided a guarantee to the University equal to 80% of anticipated University net profits established in the annual budget prepared by the Parties.

Capital and other Financial Contributions by Chartwells
Chartwells will invest an aggregate amount of $7,500,000, consisting of $1,000,000 in pre-opening expenses, $500,000 in unrestricted funds, and $6,000,000 in capital investments to the University. Pre-Opening Expenses of $1,000,000 as well as the $6,000,000 Capital Investment are amortized over the initial five-year term.

In the event the Agreement terminates prior to the expiration of the initial five-year term, the University will be required to pay Chartwells the unamortized balance to compensate for the benefit of the improved facilities. The $500,000 in unrestricted funds will be amortized over a ten-year term. In the event the Agreement terminates prior to expiration of the full ten-year term, the University will be required to repay the unamortized balance of these expenses at the time of termination. For example, if either Party elects not to pursue any renewal terms, Boise State would be required to repay $250,000 to Chartwells at the end of the initial five-year term. In addition, Chartwells will fund annual in-kind contributions of approximately $81,050, and contribute to an Innovation Fund in years two through four of the Agreement.

Finally, Chartwells has agreed to provide a one-time employee bonus fund of $250,000 to be utilized by Chartwells to recruit employees to provide the Services.

Chartwells has also committed to allocate 25% of its Management Fee towards an employee performance and reward fund. Chartwells has also committed to a student internship program. These funds are at no cost to the University but of benefit to Boise State community members, who may become Chartwells employees.

Change in Circumstances and Modifications

The Agreement provides for certain assumptions to be continually met in order to retain the financial arrangements agreed to by the Parties. These assumptions are outlined in Attachment C to the Agreement. In the event the Services, or these assumptions, are materially altered during the term of the Agreement, the Parties have agreed to negotiate in good faith to modify the operations and/or financial arrangements to address the changed circumstances.

IMPACT

Boise State projects revenues in excess of direct expenses (including the Chartwells fee) of approximately twenty million dollars ($20,000,000) over the initial five-year term of the Agreement. Chartwells has provided a guarantee to Boise State that it will achieve and retain at least 80% of the amount budgeted annually if no change in circumstance occurs.

Chartwells will receive up to 4% of revenues from dining operations in the form of a management fee, as well as reimbursement of its Costs of Business directly tied to providing the dining services to Boise State. Payment of the Management Fee, however, is tied to key performance indicators and objective metrics agreed to between the parties. As such, if Chartwells fails to Perform in accordance with the KPIs, it will not receive its full management fee. Assuming Chartwells receives its full fee, the Parties currently estimate paying Chartwells a management fee of $861,978 in year one, and approximately $4,619,607 over the initial five-year term.

In addition, Chartwells will invest an aggregate amount of $7,500,000 in investments to the University, for capital upgrades, pre-opening expenses and other uses to improve the dining service operations, as well as other funds described above. As noted, unamortized amounts of certain of these investments could require repayment if the Parties terminate the agreement or do not renew for the entire ten-year term.

ATTACHMENTS

Attachment 1 - Proposed Dining Services Agreement

STAFF COMMENTS AND RECOMMENDATIONS

BSU issued a Request for Proposal (RFP) for dining service operations. Chartwells is the selected vendor. The proposed agreement ensures profitability for BSU and includes capital investments in the dining facilities. This is a new contract, and it complies with the relevant Board policies. Chartwells also provides

dining services to Idaho State University and the University of Idaho. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to award its RFP for its dining services to Chartwells Higher Education Division ("Chartwells"), and to authorize the President or her designee to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DINING SERVICES AGREEMENT

Boise State University, a State of Idaho public institution of higher education (hereinafter called the "University") hereby awards to Compass Group USA, Inc., by and through its Chartwells Higher Education Division (hereinafter called "Chartwells") (individually, "Party"; collectively, the "Parties") this Dining Services Agreement to furnish dining services to the University, as specified in Boise State University Request for Proposals Number NS22-121 issued by University on October 19, 2021, as amended (the "RFP") and Chartwell's Dining Services Proposal for Boise State University submitted by Chartwells in response to the RFP (the "Response"), in accordance with the terms and conditions of this Dining Services Agreement and the RFP Documents hereinafter defined (collectively, the "Agreement"). The RFP, all amendments thereto, the Response and the questions and answers submitted by Chartwells as part of the RFP process are collectively referred to herein as the "RFP Documents."

THIS AGREEMENT is supplemented by Attachments A through E attached hereto, which have been agreed to by the Parties, and the RFP Documents, each of which by this reference are made a part hereof as though fully set forth herein. To the extent any provisions contained within the collective documents may be in conflict or be inconsistent, their order of authority shall be as follows: 1) the Dining Services Agreement; then 2) Attachments A through E attached hereto; then 3) the RFP Documents.

1. TERM OF AGREEMENT

This Agreement shall be effective upon the last date of a Party's signature hereto (the "Effective Date"), commencing with a transition phase from the Effective Date through May 15, 2022 (the "Transition Period."). Following the Transition Period, the initial term of this Agreement shall commence for a period of five (5) years, commencing as of May 15, 2022, and continuing through May 14, 2027 unless sooner terminated in accordance with the provisions hereof ("Initial Term"). At the expiration of the Initial Term, this Agreement may, if mutually agreed, be extended by one (1) year up to five (5) times (each a "Renewal Term" and collectively with the Initial Term, hereinafter referred to as the "Term"), by mutual written consent of the parties at least ninety (90) days prior to the expiration date of such term or extension. During extension periods, all terms and conditions of this Agreement shall remain in effect unless expressly modified by mutual agreement of the Parties in writing for the Renewal Term.

2. TERMINATION

A. Termination by University for Convenience. The University may terminate this Agreement, in whole or in part, without cause, in its sole discretion, at any time with thirty days' (30) prior written notice to Chartwells, which written notice must set forth the proposed Termination Date.

B. Termination by Chartwells for Convenience. If Chartwells desires to terminate this Agreement for convenience before it expires, Chartwells shall give at least ninety (90) days' written notice in advance and such termination shall be effective only at the close of a semester (e.g. fall, spring, or summer) following the minimum 90-day notice period. By way of example, if

Chartwells provides notice of termination to the University on December 31, 2022, the termination would not be effective until May 14, 2023 (e.g. the end of spring semester 2023).

C. Termination for Cause. If either Party defaults in the performance of any material provision of this Agreement, then the non-defaulting Party may give written notice to the defaulting party that if the default is not cured within thirty (30) calendar days the Agreement will be terminated. If the defaulting Party fails to cure its default within thirty (30) calendar days, the non-breaching Party may, at its option, terminate this Agreement and/or pursue any other remedy at law or in equity. All such remedies are cumulative and may be exercised concurrently or separately. The defaulting Party shall pay the non-defaulting Party all costs and expenses, including attorneys' fees, incurred by the non-defaulting Party in exercising any of its rights or remedies hereunder or enforcing any of the terms, conditions, or provisions hereof.

D. Termination for Negative Activity. If, during the Term of this Agreement, Chartwells is engaged in activity that is reasonably considered to be (i) fraudulent or deceptive, or (ii) involves criminal dishonesty, theft, or misappropriation, or (iii) engages in repeat or persistent violations of health and safety codes or permit or licensing requirements (each, a "Negative Activity"), then the University may give a written notice to Chartwells of such Negative Activity. If the Negative Activity is not remediated within thirty (30) calendar days from such notice, University may, at its option, terminate or suspend this Agreement effective ten (10) days after the end of said period.

E. Effect of Termination. The termination of this Agreement shall not release either Party from any obligation or liability to the other Party, including any payment and delivery or service obligation, that occurred prior to the Termination Date, or any payment that comes into effect upon termination of the Agreement, as further described in Attachment C. Following termination of the Agreement, Chartwells shall invoice University for any outstanding fees or expenses due and owing as of the Termination Date, in accordance with the payment provisions of this Agreement, as well as any unamortized amounts required to be paid in accordance with Attachment C, and University shall pay any undisputed charges on such invoice within thirty (30) days' following receipt thereof. If a deposit or advance payment has been made by University, Chartwells shall promptly reimburse such amounts to University upon termination of the Agreement. Each Party shall promptly return to the other Party all documents and materials containing confidential information, or permanently erase all of the other Party's confidential information from its systems and return all tangible property belonging to the other Party. Upon termination for any reason, Chartwells shall provide reasonable cooperation and assistance to University in transitioning services to a new provider.

3. CHARTWELL'S REPRESENTATIONS

Chartwells represents and warrants the following: (a) the execution, delivery, and performance of this Agreement by Chartwells will not violate, conflict with, or result in any breach or default under, any applicable law or the provisions of any contract to which Chartwells is a party, (b) this Agreement has been executed and delivered by Chartwells and constitutes the legal, valid, binding obligation of Chartwells, enforceable against Chartwells in accordance with its terms; (c) it has all the requisite resources, skills, experience, and qualifications to perform all services and obligations hereunder in a professional and workmanlike manner, in accordance with the highest and best industry standards for similar services and in conformance with the RFP

Documents and the terms of the Agreement, (d) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (e) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder; (f) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law, regulation or applicable local ordinance; and (g) that it has visited the University and familiarized itself with the local conditions under which this Agreement is to be performed.

4. GENERAL QUALITY

All of Chartwells' work shall be performed with the highest degree of skill and completed in accordance with the Agreement and RFP Documents.

5. LAWS, REGULATIONS AND PERMITS

Chartwells shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the performance of the Services. Chartwells shall secure all licenses and permits necessary to perform its obligations hereunder. Chartwells shall be fully responsible for complying with all requirements, conditions, and rules relating to any such permits or licenses and fully and solely liable for all violations of the law, or of any permit or licensing requirements, that may occur in connection with any work or services furnished by Chartwells, including Chartwells' subcontractors.

6. UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Chartwells will follow and comply with all lawful rules and regulations of the University and the reasonable instructions of University personnel, including without limitation all applicable provisions of the University's published policies and procedures, as published on University's websites as well as any posted policies applicable to the University' campus or venues located at the University. In addition, Chartwells will conform to all lawful and reasonable University procedures as requested by the University.

Without limiting the foregoing, Chartwells must cooperate with University and provide information upon request and as necessary to comply with University's obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC Section 1092(f)) and accompanying regulations ("Clery Act") and other applicable federal laws and regulations of the United States. Chartwells agrees to require employees and subcontractors to complete training provided by University upon request.

Without limiting the foregoing, student educational records are protected by the federal Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g (FERPA). For purposes of this Agreement only, University designates Chartwells as a "school official" for the University under FERPA, as that term is used in FERPA and its implementing regulations. As such, Chartwells will comply with FERPA and will not make any disclosure of University students' educational records to third parties without prior notice to, and consent from, University, or as

otherwise permitted by law. In addition, any access or disclosures of student educational records made by Chartwells or its employees or agents must comply with University's definition of legitimate educational purpose. If Chartwells violates this section, Chartwells will immediately provide notice of the violation to University.

7. USE OF NAMES AND TRADEMARKS; PUBLIC ANNOUNCEMENTS

University hereby grants to Chartwells a limited, non-exclusive, non-perpetual license to utilize the names, trade names, trademarks, logos and other designations of the University ("University Marks") and any contraction, abbreviation, or simulation any of the foregoing, solely for the purpose of performing its obligations under this Agreement, provided that any use of University Marks or other branding must be approved in writing by University's Office of Trademark and Licensing (licensing@boisestate.edu) prior to use and such use must conform to and comply with the University's Brand Standards, available at https://brandstandards.boisestate.edu. Upon termination of this Agreement, Chartwells shall (i) immediately and permanently discontinue the use and display of any University Marks and make or cause to be made such changes as University shall reasonably direct so as to effectively discontinue the use of University Marks and (ii) immediately deliver to University all goods bearing any University Marks. Any expense incurred by Chartwells relating to its compliance with this Section 7 will be borne by Chartwells. The University shall retain full and exclusive ownership of all University Marks and does not convey any ownership rights in University Marks or any other intellectual property owned by University by virtue of this license.

Neither Party shall (orally or in writing) publicly disclose, issue any press release or make any other public statement, or otherwise communicate with the media, concerning the existence of this Agreement or the subject matter hereof, or services provided hereunder, without the prior approval of the other Party.

8. EQUAL OPPORTUNITY; NONDISCRIMINATION

Chartwells shall comply, and shall require all subcontractors to comply, with all applicable state and federal laws and University policies, including but not limited to nondiscrimination and anti-harassment laws and policies. Chartwells represents and agrees that it will not, in the performance of this Agreement by itself or its subcontractors, engage in discrimination or harassment against any individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, physical or mental disability, veteran status, genetic information, or any other status protected under federal, state, local law or University policy. Chartwells agrees to engage in appropriate measures to prevent discrimination, harassment, retaliation, sexual misconduct, and violence, and Chartwells agrees to promptly notify the University's Office of Institutional Compliance and Ethics upon being informed of, or having a reasonable basis to suspect that there has been, discrimination against, harassment of, retaliation against, or sexual misconduct, violence or stalking involving Chartwells or Chartwells subcontractors in the performance of this Agreement. Chartwells agrees to prohibit retaliation against any individual (by Chartwells or its subcontractors) who has made a good faith complaint of discrimination, harassment, sexual misconduct, violence, or anyone who has cooperated in good faith in the investigation of a complaint. Chartwells agrees to take all reasonable steps to protect a complainant and any witnesses against retaliation for bringing a complaint of investigation. In

accordance with laws and regulations applicable to Boise State and Boise State Policy 1065, available here, https://policy.boisestate.edu/governance-legal/sexual-harassment-dating-violence/ and Policy 1060, available here https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/, University may be required to investigate allegations of discrimination, harassment, sexual harassment, sexual misconduct, domestic/dating violence and stalking in accordance with its policies and applicable laws. Chartwells agrees to cooperate with University in the event of an investigation and any resulting actions required to be taken as a result of such investigation, in accordance with applicable laws, policies, and regulations. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of the Agreement.

9. CONTINUATION DURING DISPUTES

Chartwells agrees that, notwithstanding the existence of any dispute between the Parties, insofar as possible given the nature of any such dispute, each Party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

10. ASSIGNMENT

No assignment of this Agreement shall be made, in part or in whole, by Chartwells without the written consent of the University. Notwithstanding any assignment, Chartwells shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

11. SUBCONTRACTING

In the event Chartwells engages a subcontractor to perform all or any portion of its obligations hereunder, Chartwells will provide prior written notice to University notifying University of the subcontractor and nature of services provided by such subcontractor. University shall have the right to approve or reject any subcontractor in its reasonable discretion. University shall endeavor to provide Chartwells with notice of its rejection or approval of a proposed subcontractor as soon as reasonably possible, but in no circumstances later than thirty (30) days from initial receipt of written notice of the intended subcontractor from Chartwells. Chartwells shall ensure the subcontractor complies with all applicable terms and conditions of this Agreement.

12. PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether Chartwells has complied with the requirements of the Agreement, Chartwells shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proof as to compliance with such requirements.

13. PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice,

whichever is later. Except as otherwise provided herein, no advance payment shall be made for goods or services furnished pursuant to this Agreement.

14. PUBLIC RECORDS

The University is a public agency. Records relating to the University's business are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. Chartwells has provided to the University a redacted version of its Proposal to protect all confidential information contained therein. The University shall take reasonable efforts to protect all information marked "exempt" by Chartwells, to the extent permitted by the Idaho Public Records Law. The University further agrees to provide timely notice to Chartwells of all requests for public records that call for the production of Chartwells' confidential documents, including without limitation, its Proposal, this Agreement, any associated financial or operational terms, and all other materials that would reasonably be considered confidential.

The University does not warrant and cannot guarantee protection of this information if disclosure is required. Chartwells shall indemnify, hold harmless, and defend the University against all liability, claims, damages, losses, expenses, actions, attorneys' fees, and suits whatsoever for honoring an exemption designation or for Chartwells' failure to designate individual documents as exempt. Chartwells' failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release, provided the University placed Chartwells under sufficient notice of the request for production prior to the production deadline. If the University receives a request for materials claimed exempt by Chartwells, Chartwells shall provide the legal defense for such claim.

15. CONFIDENTIALITY OF INFORMATION

In the course of performing their obligations under the Agreement, the Parties may be exposed to trade secrets or other confidential or proprietary information and materials of the other Party which includes, but is not limited to, menus, recipes, signage, food service surveys and studies, management guidelines, procedures, operating manuals and software, and confidential financial and procurement details, all of which shall be identified as confidential ("Confidential Information"). The Parties agree to hold in confidence and not to disclose any Confidential Information during the Term of this Agreement and for two (2) years afterward, except that the Parties may use or disclose Confidential Information: (a) to its employees and affiliates or others to the extent necessary to render any service hereunder, provided that the other Party is first notified of the information that will be provided to any party outside of this Agreement and provided further that such information is disclosed only after such party is required to maintain it in confidence as required hereunder; (b) to the extent expressly authorized by either Party; (c) to the extent that at the time of disclosure, such Confidential Information is in the public domain, or after disclosure, enters the public domain other than by breach of the terms of this Agreement; (d) that is in the possession of either Party at the time of disclosure and is not acquired directly or indirectly from the other Party; (e) that is subsequently received on a non-confidential basis from a third party having a right to provide such information; (f) as required by order during the course of a judicial or regulatory proceeding or as required by a government authority; or g) to the extent

disclosure is required under applicable law, including public records laws of the state of Idaho (Sections 74-101 through 74-126, Idaho Code). The Parties agree not to photocopy or otherwise duplicate any Confidential Information without the express written consent of the other Party. Each Party's Confidential Information shall remain the exclusive property of the Party and shall be returned to the other Party upon termination or expiration of this Agreement. In the event of any breach of this provision, the Parties shall be entitled to equitable relief, in addition to all other remedies otherwise available to it at law. This provision shall survive the termination or expiration of this Agreement.

16. LIABILITY AND INDEMNIFICATION

A. To the fullest extent permitted by law, Chartwells shall indemnify, defend, and hold the University, the Idaho State Board of Education, and the State of Idaho, and each of their trustees, officers, directors, agents, and employees (the "Indemnified Parties") from and against any and all losses, costs, damages, liabilities, or expenses, including reasonable attorneys' fees and settlement amounts, arising out of, resulting from, or relating to any claims, suits, actions, demands, settlements, arising out of or relating to (a) Chartwell's negligence or misconduct in performance of this Agreement; (b) any claims that any services or product or material provided by Chartwells infringe or misappropriate a copyright, trademark, trade secret, publicity right or privacy right of any third party; (c) any bodily injuries or losses to persons or damage to property or death, illness, or sickness caused by Chartwells' negligence or negligent performance of Chartwells services; and (d) any negligent actions or omissions of Chartwells or its subcontractors, including without limitations claims arising out of or related to this Agreement, breach of this Agreement, or any damages or injuries arising out of Chartwells or its subcontractor's' performance or failure to perform as required under this Agreement, including Chartwells failure to comply with any licensing or permit requirements applicable to its services provided hereunder.

B. The right of the Indemnified Parties to indemnification under this Agreement shall be conditioned upon the following: prompt written notice to the Party obligated to provide indemnification (the "Indemnifying Party") of any claim, action or demand for which indemnity is claimed to the extent known by the Indemnified Party; and reasonable cooperation by the Indemnified Party, at the Indemnifying Party's request and expense, in the defense of the claim. The Indemnified Party shall have the right to participate in the defense of a claim with counsel of Indemnified Party's choice and expense. The Indemnifying Party shall not, without the prior written consent of the Indemnified Party (which shall not be unreasonably withheld), settle, compromise or consent to the entry of any judgment.

C. University's Responsibility for Wrongful and Negligent Acts. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out performance under the terms of this Agreement, and that the University may be found liable to persons injured by any such individual wrongful act or acts, including liability to Chartwells and each of its officers, directors, agents, and employees, provided, however the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees. University's liability for negligent or wrongful acts is governed by the Idaho Tort Claims Act (the "Act"), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than $500,000 for any one

occurrence or accident, as set forth in the Act and may be further limited by other provisions of state law. The University is a public institution and, as such, the University's liability is at all times limited as required by Idaho law, including Idaho Code Title 59, Chapter 10, the Idaho State Constitution, and the Act. Any provision of this Agreement shall be void to the extent such provision violates applicable laws. Without limiting the foregoing, nothing in this Agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, the Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Act.

D. LIMITATION ON LIABILTY. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR SPECIAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES, OR ANY DAMAGES CONSTITUTING LOST PROFITS, SUFFERED BY EITHER PARTY UNDER THIS AGREEMENT.

17. INFORMATION TECHNOLOGY

In connection with the services being provided hereunder, Chartwells may need to operate certain information technology systems not owned by University ("Chartwells Systems"), which may need to connect to or interface with University's internet access, networks, software, or information technology systems ("University Systems"). Chartwells will be solely responsible for all Chartwells Systems, and University will be solely responsible for all University Systems, including taking the necessary security and privacy protections that are reasonable under the circumstances. Chartwells will serve as the merchant-of-record for credit or debit card transactions in connection with the services provided hereunder, then Chartwells will be responsible for complying with applicable laws, regulations and payment card industry data security standards related to the protection of cardholder data ("Data Protection Rules"). If Chartwells Systems connect to or interface with University Systems, then University agrees to promptly implement upon request from Chartwells, at University's expense, the changes to the University Systems that both Chartwells and University reasonably believe are necessary or prudent to ensure Chartwells' compliance with the Data Protection Rules. Chartwells shall comply with the Boise State University Standard Terms and Conditions for Cloud Services, attached hereto and incorporated as if fully set forth herein to the extent applicable to any Chartwells Systems provided as well as to any IT-related services provided to University hereunder. In addition, Chartwells represents and warrants that all Chartwells Systems are currently in compliance and that during the term of this Agreement shall remain in compliance with all applicable federal disabilities laws and regulations including, without limitation, the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Moreover, Chartwells represents and warrants that its student and public-facing software applications and/or services currently meet or exceed the WCAG 2.0 AA standard for accessibility. Chartwells agrees to promptly respond to, resolve and remediate any complaint regarding accessibility of its products or services in a timely manner and provide an updated version to at no cost within a commercially reasonable time.

18. INDEPENDENT CONTRACTORS; EMPLOYEES

The Parties understand and agree that each is an independent contractor engaged in the operation of its own respective business, that neither Party shall be considered to be the agent, master, or servant of the other party for any purpose whatsoever and that neither has any general authority to enter into any contract, assume any obligations, or to make any warranties or representations on behalf of the other. It is mutually understood and agreed that employees of Chartwells are not nor shall they be deemed to be employees of University and that employees of University are not nor shall they be deemed to be employees of Chartwells. Chartwells' employees performing any Services or otherwise performing work on University property are present and serving solely as Chartwell's employees or subcontractors and shall not be deemed University employees for any purpose. Nothing in this Agreement shall create, nor be deemed to create, an employment relationship between University and any Chartwells employee. University shall not be responsible for the payment of any compensation or withholding of any taxes to or for the benefit of Chartwells employees and such employees shall not be entitled to any compensation or benefits otherwise available as a University employee. Except to the extent such expenses constitute a Cost of Business hereunder, Chartwells shall not have any claim under this Agreement against University for wages, vacation pay, insurance, sick leave, retirement benefits, social security benefits, workers compensation benefits or employee benefits of any kind. Notwithstanding, Chartwells, and all its subcontractors, employees and representatives shall be subject to the rules and regulations established by the University as reasonable and necessary for its property, the food service facilities, equipment, offices and utilities, including background verification requirements as required by University Policy 7005 and training requirements contained in the University's Protection of Minors Policy 12060, among others, and all employees of Chartwells shall be fairly compensated for the work at no lesser standards of wages than the University utilizes for its similarly situated employees. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason, provided such removal is not in violation of any Federal, State, or local law.

18. NON-SOLICITATION.

During the Term of this Agreement and for one (1) year thereafter, neither Party shall actively recruit or solicit to hire the other Party's employees in the positions specifically identified in the table below ("One-Year Non-Solicitation"). In the event of any breach of such One-Year Non-Solicitation, the breaching Party shall pay, and the injured Party shall accept, an amount equal to twice the annual salary of the relevant employee as liquidated damages. For clarity, this One-Year Non-Solicitation clause shall not prohibit general advertisements of opportunities that do not specifically target the Managerial Employees listed below.

Positions Subject to Non-Solicitation ("Managerial Employees")
Chartwells Positions (University shall not actively solicit employees in these positions with Chartwells)
Vice President of Operations, General Manager I, General Manager, Director of Operations, Residential District Manager, District Manager, Executive Chef, Sr. Regional Chef, Director of Regional Marketing, Director of Finance
University Positions (Chartwells shall not actively solicit employees in these positions with University)
Associate Vice President of Campus Services, Director of the Student Union and Dining Operations, Campus Services Contract Administrator, Sr. Financial Executive Officer, Enterprise Application Director

19. RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by the University and working properly, Chartwells and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by the University, working properly, and accepted by University in writing, the risk of all loss or damage shall be borne by the University, excluding loss or damage caused by acts, omissions, or negligence of Chartwells. Chartwells shall require its subcontractors of any tier to bear the same risk of loss. Chartwells and University will work together, as required, to transfer title and ownership as necessary with regard to any improvements, equipment and goods provided, and shall transfer warranties to the benefit of the University.

20. INSURANCE

A. General Requirements

1. Chartwells and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, Section 19, and to provide the University with Certificate(s) of Insurance ("certificate"). All certificates shall be coordinated by Chartwells and provided to the University within seven (7) days of the signing of the contract by Chartwells. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. Chartwells shall provide thirty (30) days' written notice to the University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this Section 19.

2. If a potentially covered claim arises against the University, Chartwells shall cause its carrier to provide the relevant portions of the applicable policy as needed by the University or its counsel to evaluate the applicability of coverage for the claim.

3. All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage the University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

4. All policies except Workers Compensation and Professional Liability shall cover the University as Additional Insured. The Additional Insured and Certificate Holder shall be stated as: "State of Idaho and the Idaho State Board of Education and Boise State University". Certificates shall be mailed to: Boise State University, Attn.: Risk Management.

5. Failure of the University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of the University to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Chartwells and its subcontractor(s) of any tier to maintain such insurance.

6. No Representation of Coverage Adequacy. By requiring insurance herein, the University does not represent that coverage and limits will necessarily be adequate to protect Chartwells and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of Chartwells and its subcontractor(s) of any tier under the indemnities granted to the University in this Agreement.

7. Chartwells is responsible for coordinating the reporting of claims and for the following: (a) notifying the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with the University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

B. Required Insurance Coverage

1. Chartwells shall obtain and maintain insurance for the following risks in such amounts under such policies as follows, it being understood that minimum required policy limits may be provided through a combination of primary and excess insurance: commercial general liability (no exclusion for food borne illness and contamination) contractual and products-completed operations liability in the amount of One Million Dollars ($1,000,000) each occurrence and Two Million Dollars ($2,000,000) general aggregate; business automobile coverage in the amount of One Million Dollars ($1,000,000) each accident; workers' compensation (including employers' liability coverage in the amount of One Million Dollars ($1,000,000) each accident/each employee/policy limit) in an amount not less than that required by applicable statute; and Liquor Liability in the amount of One Million Dollars ($1,000,000) each common cause and Two Million dollars ($2,000,000) general aggregate.

2. The University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Idaho Tort Claims Act (Act), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than $500,000 for any one occurrence or accident, as set forth in the Act.

3. Each Party has the obligation and responsibility to adequately insure its real and/or personal property against loss or damage caused by fire and extended coverage perils. With respect to loss or damage caused by fire and extended coverage perils, the Parties waive all rights of recovery against each other and their subsidiaries, officers, directors, trustees, volunteers and employees, including subrogation rights, for such loss or damage to the waiving Party.

21. PROTECTION OF MINORS

Chartwells is responsible for activities and operations of its employees, directors, subcontractors, agents and volunteers. Chartwells is responsible for participants in its programs and shall have adequate policies and procedures related to prevention and mitigation of abuse of minors, which must at a minimum conform to the requirements and standards set forth in the University's Protection of Minors Policy (Policy 12060), including without limitation supervision of minors, background verification checks on certain employees, volunteers and representatives, training requirements, standards of conduct, and other requirements. As applicable, Chartwells

shall maintain and purchase insurance that covers claims arising from activities sponsored by Chartwells, but conducted on premises not owned by Chartwells. Commercial General Liability coverage shall include physical/sexual abuse/molestation and harassment ("abuse") coverage. Limit of liability for abuse coverage shall be at least $1,000,000 general aggregate. This coverage shall be evidenced on the insurance certificate. Certificates must be sent to Boise State University Risk Management three (3) weeks prior to commencement of operations. Failure to satisfy this requirement may result, at the University's sole discretion, with immediate termination of this Agreement, without regard to any other termination provision.

22. EXTERNAL FACTORS AND CONSIDERATIONS

A. Appropriations Clause. The University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for each Fiscal Year during the Term. For purposes of this agreement, the University's Fiscal Year shall be July 1 through June 30, hereafter "Fiscal Year." As such, this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the Idaho State Legislature as may exist from time to time. University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch of the State of Idaho mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the Parties hereto shall thereupon cease within ten (10) calendar days after notice to Chartwells.

B. Compliance with Governor's Executive Order. In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be revised, as mutually agreed upon by the Parties, such that the University can comply with the Governor of Idaho's Executive Orders.

C. Anti-Boycott Clause. Chartwells hereby certifies that it is not currently engaged in, and will not for the duration of the Agreement, as amended from time to time, engage in, a boycott of goods or services from Israel or territories under its control.

23. DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and agreements issued by the University are subject to F.A.R. 52.209-6. Chartwells warrants that neither Chartwells nor its principals is presently debarred, suspended or proposed for debarment by the Federal Government and shall not become debarred, suspended or proposed for debarment during the Term. Chartwells further represents and warrants that none of its subcontractors providing Services under this Agreement (including principals of subcontractors) is presently debarred, suspended or proposed for debarment by the Federal Government and if, during the term of the Agreement, Chartwells or any subcontractors shall be debarred, suspended or proposed for debarment, Chartwells shall immediately notify University and any applicable subcontractors shall be terminated from providing Services. Breach of this clause is grounds for termination by University.

24. ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the Parties, the Parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any Party hereto may reasonably require to consummate the transaction contemplated hereunder, including the timely exchange of information, materials, and data, and access to key personnel for discussion and planning purposes during the Transition Period.

25. FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, pandemic, epidemic, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualties, and other causes beyond the reasonable control of the Party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such Party for a period equal to any such prevention, delay or stoppage.

26. CHANGE IN CIRCUMSTANCES

University reserves the right to make changes to its current dining services due to expansion, growth, or changes to its campus operations, in its sole discretion. Accordingly, it is anticipated by the Parties that revisions and changes to operations and locations will occur from time to time. Notwithstanding, the financial arrangements of this Agreement have been negotiated upon the assumptions set forth in Attachment C. If any of the assumptions set forth in Attachment C are not met in such manner that causes material changes which directly impact Chartwells' or University's profitability or ability to maintain Services as contemplated hereunder, or if the University desires Chartwells to operate its Services (as hereinafter defined) for additional points of service and/or additional hours, or if circumstances or operational changes are requested that otherwise cause material changes which directly impact Chartwells' or University's profitability or ability to fund Chartwell's below-the-line investments relative to this Agreement, then the University and Chartwells shall first meet and negotiate in good faith to implement mutually agreeable operational or service modifications to mitigate the adverse financial impact. To the extent the University and Chartwells are unable to agree on operational and service modifications, then the Parties shall negotiate in good faith to modify financial terms of this Agreement.

Notwithstanding anything contained to the contrary herein, the Parties acknowledge that this Agreement will be executed during the worldwide viral outbreak known as the Coronavirus pandemic ("COVID-19 Pandemic"). The Parties acknowledge that it is possible that the ongoing provision of food service operations under this Agreement could be changed, modified, revised, and/or delayed as a result of the ongoing COVID-19 Pandemic, and during other future or like pandemics (individually a "Pandemic" and collectively, "Pandemics"). The Parties agree that any material, unanticipated change, modification, revision, and/or delay in the food service operations as a result of a Pandemic will result in a renegotiation of the operational and service terms under

this Agreement, to be in effect during the period of such modification or delay. To the extent the Parties are unable to agree on operational and service modifications, then the Parties shall negotiate in good faith to modify financial terms of this Agreement.

27. HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

28. INTEGRATION

This Agreement, including all Exhibits and Attachments, as well as the RFP Documents, constitutes the entire Agreement between the Parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and Chartwells.

29. BINDING EFFECT

This Agreement is for the benefit only of the Parties hereto and shall inure to the benefit of and bind the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

30. WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the Party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a Party of any performance by another Party after the time the same shall have become due shall not constitute a waiver by the first Party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first Party in writing.

31. SURVIVAL OF TERMS

To the extent permitted by Idaho law, the terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

32. NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the Parties.

33. INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Chartwells or which Chartwells has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the

statement or information not misleading, and there are no other agreements or conditions with respect thereto.

34. APPLICABLE LAW AND FORUM

This Agreement and all matters relating to or arising under this Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho, without regard to its conflict of law principles. Any legal proceeding related to this Agreement shall be instituted in the courts of Ada County, Idaho, and Chartwells hereby irrevocably agrees to submit to the jurisdiction of such courts.

35. ENTIRE AGREEMENT; AUTHORIZATION

This Agreement constitutes the entire Agreement between the Parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and Chartwells. Each Party represents and warrants that it has the right to enter into this Agreement and that there is no are no outstanding assignments, grants, licenses, encumbrances, obligations or agreements that would prevent such Party from performing under this Agreement.

36. COUNTERPARTS; ELECTRONIC SIGNATURES

This Agreement may be signed in counterparts, each of which shall be deemed an original, and together shall constitute a binding agreement upon the Parties and be considered one document. Each Party agrees that the electronic signatures, whether digital or encrypted, of the parties included in this Agreement are intended to authenticate this writing and to have the same force and effect as manual signatures. Electronic Signature, for this Agreement, means any electronic sound, symbol, or process attached to or logically associated with a record and executed and adopted by a Party with the intent to sign such record, including facsimile or email electronic signatures.

37. NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, electronic mail, or certified mail. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Attn: Associate Vice President, Campus Services Attn: University Contract Administrator, Dining Operations 1910 University Drive Boise, Idaho 83725
With copy to:	Boise State University Attention: General Counsel 1910 University Drive

Boise, Idaho 83707
Email: contracts@boisestate.edu

Chartwells: Compass Group USA, Inc. d/b/a Chartwells
Attn: CEO
Address: 2 International Drive
City/State: Rye Brook, New York 10573
Facsimile: (914) 935-5553
Email: lisa.mceuen@compass-usa.com

With copy to: Compass Group USA, Inc.
Attention: General Counsel
2400 Yorkmont Road
Charlotte, North Carolina 28217
Facsimile No. (704) 329-4010

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day email delivery is verified. Actual notice, however and from whomever received, shall always be effective.

IN WITNESS WHEREOF, the undersigned are duly authorized to execute this Agreement on behalf of the University or Chartwells.

Boise State University		Compass Group USA, Inc., by and through its Chartwells Division	
SIGN	_____	SIGN	_____
PRINT	_____	PRINT	Lisa McEuen
TITLE	_____	TITLE	Chief Executive Officer
DATE	_____	DATE	_____

Agreement Number:

AGREEMENT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT A – STATEMENT OF WORK

Attachment A

Statement of Work

1. **Scope of Services.** During the Term of this Agreement, Chartwells will provide, except as otherwise provided on an exclusive basis, the following services at the main Boise State University campus, as selected by the University and detailed herein:

- ☐ Residential dining
- ☐ Retail dining
- ☐ Summer camps and conference services
- ☐ Micro-markets
- ☐ Catering services (non-exclusive)[1]
- ☐ Concessions services
- ☐ Alcoholic and non-alcoholic beverage services
- ☐ Athletic Dining/Training Table
- ☐ Food vending

(collectively, hereinafter referred to as "Services").

2. **Locations.** Chartwells will provide a comprehensive, high-quality food service program to include residential and voluntary meal plans, retail food services, food vending, micro-markets, catering and concessions at the University at the following locations, which may be modified from time to time on mutual agreement of the Parties (collectively referred to as, "Facilities" or "Premises"):

Service Location	Service
Student Union Building	Boise River Café All-You-Care-To-Eat (AYCTE) residential dining hall
Honors College/Sawtooth Hall	Southfork Market A-La-Carte (ALC) residential dining hall, P.O.D.
Student Union Building	Retail services, including the operation of Tree City, Chick-fil-A, Subway, Starbucks, Moe's Southwestern Grill, P.O.D.
Micron Business and Economics Building	Retail services, including the operation of Poppy Seed Café
Science/Education Building	Retail services, including the operation of Paddles Up Poke
Barnes Towers	P.O.D.

[1] Catering services shall be on a non-exclusive basis provided however, that Chartwells shall be the preferred caterer for University events.

Chaffee Hall	P.O.D.
Clearwater Suites	P.O.D.
Albertsons Library	Retail services, including the operation of Guru Donuts
Multi-Purpose Classroom Building	Retail services, including the operation of Urban Fox
Various locations:	Vending services
	Concessions services
	Catering services
	Camps and conference services
	Training table meals
Production Space - Exclusive	
Student Union Building – Boise River Café Kitchen	
Student Union Building – Jordan Ballroom Servery/Warming Kitchen	
Stueckle Sky Center – 1st Floor Kitchen	
Sawtooth and Honors Hall – SouthFork Kitchen	
Production Space – Non-Exclusive	
Stueckle Sky Center Serveries – 3rd, 4th, 5th, and 6th Floors	
Alumni and Friends Center – 1st Floor Servery	
Micron Business & Economics Building – 4th Floor Servery	
Center for Visual Arts – 1st Floor Servery	

3. **Hours of Operation**. The hours of operation for Fiscal Year 2022-23 shall be as set forth in Attachment D. The hours of operation for subsequent years shall be mutually determined by Chartwells and the University. Additionally, the hours of operation may fluctuate throughout the Fiscal Year by mutual agreement between Chartwells and the University.

4. **University's Responsibilities**. The responsibilities of the Parties are generally set forth on Attachment A-1, hereto. Without limiting the responsibilities set forth in Attachment A-1, the University shall have the following responsibilities:

A. University Contract Administrator. The University shall designate a member of its team to serve as the primary liaison between University and Chartwells (the "Contract Administrator").

B. Security.

(i) The University requires security to be present at the majority of events where alcohol is served as well as certain other events. The University will provide security service for dining facilities in the same manner provided for other University campus Facilities. Additional security services may be provided upon request by Chartwells at Chartwells' expense.

(ii) The University will provide all locking devices, key cards and keys to Chartwells at the outset of the Agreement. Chartwells will be responsible for initiating, renewals, and separations of Visitor Affiliate forms or other documentation requested by University to provide access and operation of key card control entrances.

(iii) Door Access control is managed by the University, approval of door access is through building coordinators and facilitated through the Department of Public Safety and may only be granted in accordance with applicable University policies and procedures.

C. Meal Plan Information. The University shall provide Chartwells with limited access to specific named users, in line with their job responsibilities, for access to its meal plan management systems, CBORD, CSGold, to enable Chartwells to track and reconcile student meal plan participation, as wells as actual meal plan and declining balance usage, and to enable Chartwells to generate reports to assess metrics of the Dining Service Program. Chartwells shall be responsible to immediately revoke access for terminated employees. All meal plans and declining balance plans will be identified and configured as part of the Annual Plan.

D. Technology and Support Services

(i) In terms of connectivity and support, the University's role will be similar to that of an Internet Service Provider – providing network access to Chartwells. The University shall take all necessary steps to provide network access to Chartwells, including providing key Chartwell's employees with email or computing accounts as required. The University will not be responsible for securing Chartwells' System – this will be Chartwells' responsibility.

(ii) Chartwells shall provide any software and licensing for their own systems. University shall provide internal and external network connectivity for Chartwells devices and systems at specified locations upon request. Wiring and Ethernet port costs for said locations, where not already available, will be paid by Chartwells to the University, or the University-designated wiring installer. All network wiring installation must meet current University IT standards at time of installation. Ethernet jacks provided to Chartwells represent a clear demarcation point of responsibility for support. Devices connected to these jacks are solely the responsibility of Chartwells.

(iii) University shall provide an IP address range for Chartwells to use for DHCP for point of sales devices, and static addresses as necessary for security appliances provided by Chartwells. Devices may use private IP addresses with network address translation (NAT) unless there is a requirement for public IP addresses. It is the responsibility of Chartwells to clearly document any such needs and provide necessary information (i.e., make, model, hostname, MAC Address, etc.) to the University's IT department. All devices must be registered with the University IT before being connected.

(iv) The University shall provide inbound firewall policy exceptions for devices with static IP addresses upon receipt of properly documented requests. It is the responsibility of Chartwells to clearly document requested exceptions (source, destination, and ports) and provide them to University's IT department. Firewall exceptions are subject to approval by University IT Security.

(v) Chartwells is required to submit all required and proposed softwares through the University software approval process to ensure compliance with University regulations of utilizing the Boise State network and security requirements.

E. Technology Responsibility. All points of sale, points of revenue collection including kiosks, mobile ordering, vending, and any peripherals including back of house printers and front of house access, ordering apps and platforms, websites, and proprietary technology are the responsibility of the party listed below relating to ownership, daily operator, support, procurement of new or replacement, implementation, and annual maintenance and licensing.

Application	Owner*	Operator	Support	Procurement	Implementation	Maintenance
Mobile Ordering (Boost Mobile App)	CHE	CHE	CHE	CHE	CHE	CHE
Line Queue (Tavelo App)	CHE	CHE	CHE	CHE	CHE	CHE
Campus Card Integration (CBORD)	University	University	University	CHE	University	University
Retail POS (TBD)	University	CHE	CHE	CHE	CHE	University
Concessions POS (Appetize)	University	CHE	CHE	CHE	CHE	University
Catering (Catertrax)	CHE	CHE	CHE	CHE	CHE	CHE
Starship	CHE	CHE	CHE	CHE	CHE	CHE
Online Meal Plan Store (Transact eMarket)	University	University	University	University	University	University
Concessions Credit Card Processing	CHE	CHE	CHE	CHE	CHE	CHE
Retail Credit Card Processing	CHE	CHE	CHE	CHE	CHE	CHE
Mobile Ordering (CBORD GET Food)	University	University	University	University	University	University
Starbucks Connect POS	Starbucks	CHE	Starbucks	CHE	CHE	CHE
https://www.boisestate.edu/diningservices/	University	University	University	University	University	University
https://dineoncampus.com/BoiseState	CHE	CHE	CHE	CHE	CHE	CHE
Network Infrastructure	University	University	University	University	University	University
Desktops, laptops, shared office printers	CHE	CHE	CHE	CHE	CHE	CHE

*Notwithstanding anything to the contrary herein, Chartwells shall retain ownership of software products purchased and owned by Chartwells prior to Services, and as reflected in this chart.

Furthermore, any software products purchased by Chartwells pursuant to the immediately foregoing chart shall benefit the University during the life of the Agreement only and shall not create ownership of the licensed software and/or programming by the University. For purposes of this section, "support" means day-to-day assistance and daily support of the application. "Maintenance" refers to the responsibility for maintenance and licensing fees associated with the application.

F. Mobile Application Services

(i) Chartwells is the owner of certain proprietary technology enabling consumers (the "Consumers") to order and pay for food, drink and other goods and services sold by Chartwells and by its various vendors (the "Chartwells Vendors") through the use of a mobile application and dedicated websites (the "Mobile Ordering Platform"), all as further described in this Section (the "Mobile Ordering Services"). Chartwells agrees to provide the Mobile Ordering Service to the University during the term of this Agreement upon request. The annual charge for this service will be invoiced back to the University as a Cost of Business. University wishes to provide its faculty, staff, students and other Consumers with access to Chartwells Mobile Ordering Services through use of Chartwells Mobile Ordering Platform, allowing the University's faculty, staff, students and other Consumers to place orders on Chartwells Mobile Ordering Platform with Chartwells and Chartwells Vendors and pay for these orders by using their campus card or other means of payment (such as credit card). Any costs associated with compatibility with the University's campus card system will be passed back to the University as a Cost of Business.

(ii) University and Chartwells agree that Chartwells shall have the exclusive right to provide the Mobile Ordering Services in support of Chartwells food service operations and the operations of Chartwells Vendor operations at University locations designated by the Parties. Notwithstanding said exclusivity, Chartwells acknowledges the University currently utilizes mobile ordering services and consents to the ongoing use of those mobile services currently utilized by the University. Additional mobile services shall require prior written approval by Chartwells. Chartwells and University hereby agree that Chartwells may utilize its mobile ordering technology on the University campus, and that Chartwells' employees and contractors may deliver any item from any Chartwells operation or Chartwells Vendor locations to any Consumer on campus or off-campus pursuant to this Agreement. Chartwells agrees to accept and process mobile orders in accordance with the provisions set forth below. Chartwells is responsible for ensuring that each Chartwells Vendor at designated University location complies with the merchant procedures set forth in this Section.

(iii) Chartwells will accept mobile and online orders and payments for purchases of goods and services from Consumers who order and pay by means of the Mobile Ordering Platform and shall be solely responsible for providing and delivering the goods and/or services as ordered by the Consumers. Chartwells will verify by visual inspection that the Consumer receiving the order is the person pictured in the photo of their student card (or valid identification card) and that the student card matches the name on the mobile receipt. Payment for ordered goods and services shall be charged to the Consumer's credit card account, and/or student dining card issued by the University ("Payment" or "Payment Method"). University may impose additional surcharges or levy fees for any transaction for a purchase of goods or services by means of the Mobile Ordering Service so long as the charges and/or fees are reasonable and in line with reasonable market standards. Chartwells may establish its own policies concerning refunds on purchases.

(iv) Chartwells solely shall be responsible, for obtaining and maintaining suitable transaction processing equipment (such as but not limited to PC, active cashier, printer, facsimile machine, phone etc.) which shall enable its Vendors to receive and process orders sent by means of the Mobile Ordering Service.

G. Compliance and Network Security

(i) University will provide basic network security for Chartwells-connected devices via a dedicated point of sale VLAN and University campus firewalls. Nevertheless, Chartwells shall be fully responsible for securing any devices it owns that are connected to the University's network (such as credit card processing systems).

(ii) The University reserves the right to require annual security and vulnerability testing of Chartwells connected network devices and systems. Fiscal responsibility for this testing shall be borne by Chartwells.

(iii) Any Chartwells provided cashier station or self-service terminal that has the ability to accept credit cards as payment should be part of a system that is Payment Card Industry (PCI) Data Security Standard certified. Chartwells shall be responsible for PCI compliance of their services and systems.

(iv) Chartwells upon request and no more than annually, will, supply a current PCI Attestation of Compliance (AOC) verified by a third-party Qualified Security Assessor (QSA) that addresses all credit card process

(v) The University reserves the right to disconnect or quarantine any network devices or systems which do not meet PCI compliance, pose a threat to the University systems or data, or that fail to meet University published security standards.

(vi) Chartwells is responsible for all credit card processing fees through their own designated third-party credit card processor.

(vii) Any customer data that is initially obtained by the University, is property of the University. Any derived data from the University data is also property of the University. Chartwells has permission to use the data as they need in order to provide the Services contracted by the University. The University will authorize the data transferred to Chartwells through the University Bronco Card system (Bronco card integrates housing, food service, and cashless retail into one campus card system, which the University will make available to Chartwells). Chartwells must obtain explicit permission to disclose or exchange University data with third parties.

5. **Chartwells' Responsibilities**.

A. Transition Plan. At least sixty (60) days prior to the commencement of Services, Chartwells shall provide the University with a detailed, executable transition plan for assuming management of the Dining Services at the University and for the successful transition/opening of the University's Dining Services operations. The transition plan shall be subject to review and approval of the University, who shall retain the authority to make alterations to the plan as deemed necessary to ensure a smooth transition through the start of operations. As part of transition, Chartwells shall offer all current employees continued service at equal or better pay and benefits, and shall make available bonuses, in its discretion, for continued employment, in the aggregate amount of $250,000, at Chartwells expense, in accordance with the Proposal. The transition plan should include a collaborative project management platform to support all workstreams during the transition period.

B. Food Services. Pursuant to the provisions of this Agreement, Chartwells shall operate and manage its Services hereunder at such locations as agreed upon and maintain its Services with appropriate merchandise of good quality at reasonable prices, consistent or better than average pricing across the industry for similar products. Changes to menu cycles may be initiated outside the Annual Plan by either Party, but such changes are subject to approval by the Contract Administrator except for emergency changes necessitated by equipment breakdown, supply change shortage, or unanticipated occurrences outside the control of Chartwells. The Parties shall meet annually to agree to an Annual Plan covering the services, as follows:

1. Annual Plan. On or before June 15, of each calendar year, Chartwells shall submit to the Contract Administrator a final, complete Annual Plan for Dining Services program for the Fiscal Year, which includes at a minimum the following components as agreed upon by the Parties for the ensuing Fiscal Year (the "Annual Plan"):

(i) Menus/Concepts, pricing, and hours of operation for all Dining Operations (to be mutually agreed up agreed upon no later than May 15);

(ii) Complete annual inventory of smallwares and needed adjustments (to be mutually agreed upon no later than May 15);

(iii) Catering menus, pricing, standards and policies (to be mutually agreed upon no later than May 15);

(iv) Proposed changes to all Meal Plans and declining balance plans, including peer campus survey of Meal Plan configuration rates in comparison to the University (to be mutually agreed upon no later than February 15);

(v) Summer camp/conference services menus, pricing, and policies (to be mutually agreed upon no later than January 15);

(vi) Detailed marketing plan, with specific revenue enhancement strategies and objectives for Net Sales (to be mutually agreed upon no later than May 15);

(vii) Concession menus, pricing, standards, recommendations to expand services for guest and fan experience (to be mutually agreed upon no later than May 15);

(viii) Customer Satisfaction Survey and action steps to improve on the service (to be mutually agreed upon no later than May 15);

(ix) Sustainability Plan (to be mutually agreed upon no later than May 15);

(x) Health, wellness, and food insecurity program (to be mutually agreed upon no later than May 15);

(xi) Catering credits authorized by the University (to be mutually agreed upon no later than March 15);

(xii) An updated staffing chart showing staffing plan for the Services, and identifying key employees and all managerial positions serving the University (to be mutually agreed upon no later than May 15); and

(xiii) Innovation plan and implementation that provides opportunities for program enhancement by creating a platform to showcase industries latest trends and innovation, including culinary designs, collective feedback from focus groups and campus community (to be mutually agreed upon no later than January 15); and

(xiv) Preliminary annual budget for Dining Services operations as further described herein (to be mutually agreed upon no later than March 1), and

(xv) Proposed modifications to key performance indicators ("KPIs"), including KPIs and percentage allocation associated with each connected to the Management Fee, as established and adjusted in accordance with Attachment B (to be mutually agreed upon no later than May 15).

C. Employees. Chartwells shall hire all employees necessary for the performance of this Agreement. Upon being hired, such employees shall be subject to such health examination as proper federal, state and local authority may require in connection with their employment and shall be subject to background verifications consistent with University policy. All persons employed by Chartwells will be the employees of Chartwells and will be covered by employee dishonesty insurance. In performing work required by this Agreement, Chartwells shall not discriminate against any employee or applicant for employment because of race, religion, sex, color, national origin, sexual orientation or age, in violation of federal, state or local law and Chartwells, and each of its subcontractors and employees shall comply in all respects with the provisions of the Agreement relating to equal opportunity and nondiscrimination. In addition, all employees shall be required to follow University policies, as applicable to their position, and as further described in the Agreement.

D. Website. Chartwells shall establish and maintain a custom, high quality, guest interactive, informational website for the University's Dining Services that is linked to the University's website, at a location on the University's website designated by the University. Chartwells shall comply with all reasonable guidance, requirements, or restrictions communicated to them by University's information technology department, including without limitation compliance with all applicable federal disabilities laws and regulations including, without limitation, the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations and other IT-service requirements.

E. Compliance with University Policies. Chartwells agrees that its employees and agents shall comply with and observe all applicable University policies, State Board of Education policies, and all rules and regulations concerning conduct on the Premises that the University imposes upon University's employees and agents.

F. Minimum Food Purchasing Specifications.

(i) Chartwells shall adhere to the minimum standards in its food purchasing as set forth below. Chartwells shall exceed these minimums wherever possible. In the absence of grade labeling, Chartwells shall provide University with package labeling codes or industry accepted grade equivalent standard to verify the minimum grades specified are being provided. All other food items not included in the below categories shall be of comparable quality. In addition, Chartwells shall provide freshly prepared Products, using local ingredients where

available, and limit use of processed foods. Chartwells shall include authentic regional and international foods as part of its overall Products and menu options.

(ii) Beef: Beef and Veal shall be USDA Choice or better, except for meat used in extended dishes, and ground beef, which can be USDA Select. Veal steaks shall be solid meat portions – not pre-formed from chopped or ground meat. Ground beef shall not exceed 20% fat content. All Beef served shall be inspected and passed for wholesomeness by official inspectors of the USDA.

(iii) Pork and Lamb: Pork and Lamb shall be USDA Grade A, #1. Pork steaks shall be solid meat portions – not pre-formed from chopped or ground meat. All Pork and Lamb served shall be inspected and passed for wholesomeness by official inspectors of the USDA.

(iv) Poultry: All Poultry shall be Grade A or better and be inspected and passed for wholesomeness by the official inspectors of the USDA. Poultry shall be solid meat portions – not pre-formed from chopped or ground meat.

(v) Seafood: All Seafood shall be of the best quality, fresh or frozen, and conform to all standards and regulations of the Department of Health. Frozen fish and seafood shall be a nationally distributed brand, packed under continuous inspection of the USDA.

(vi) Deli Meat: Processed Deli Meats such as bologna or salami shall be an "all beef" or "all turkey" product.

(vii) Fresh Eggs: All Fresh Eggs shall be U.S. Grade AA (Large or Medium) and cage free.

(viii) Fresh Fruits and Vegetables: All Fresh Fruits and Vegetables shall be top grade, such as Extra Fancy, depending on the specific fruit or vegetable used in preparation of the finished product.

(ix) Canned Fruits: All Canned Fruits shall be U.S. Grade A Fancy, except Choice may be used for cooking purposes. Fruits shall be packed in light syrup.

(x) Frozen Foods: All Frozen Foods shall be U.S. Grade AA or A, depending on the specific product used and shall have been packed under continuous inspection by the U.S. Department of Agriculture.

(xi) Dairy Products: Milk products will be RSBT free, fortified with Vitamin D, and be Grade A. Ice cream shall be available in a minimum of three flavors. Butter / Margarine shall be a minimum 92 score. Cheeses shall comply with Department of Health standards. Frozen dairy products shall comply with Department of Health standards.

(xii) Cheese: Cheeses such as Cheddar, Swiss and Monterey Jack shall Grade A be all natural, non-processed, when served as a prime ingredient in an entrée, a sandwich ingredient, and sandwich spreads. American Process Cheese may also be served as a sandwich ingredient. In addition, processed cheese may be used in some cooking or as a less expensive alternative for some non-entrée foods.

(xiii) Trans-Fats: All food served in the Food Service Program, whether prepared on site or purchased in a prepared state shall be free of trans-fats.

(xiv) Antibiotics and Growth Additives: Supplier shall be required to demonstrate year over year continuous improvement toward reduction of antibiotics and growth additives in foods served.

G. Beverage Services Agreement; Future Partnerships. Chartwells and the University recognize the value of securing sponsorship relationships for the University. Chartwells acknowledges that the University currently has an exlusive Beverage Services Agreement with Swire Coca-Cola, USA. Chartwells will comply with current and future Beverage Services Agreements entered into by the University. Chartwells shall purchase beef through Agri-beef for concessions and catering in Athletic events and facilities. Additionally, the University reserves the right to partner with manufacturers and other non-University related corporations. Such a partnership may include incorporating and prominently displaying a manufacturer's or company's name to describe a room or a facility in return for a donation to Boise State University. In addition to the monetary donation, if a manufacturer or company produces and sells products related to the food service industry, Chartwells be asked to purchase certain product items and use them for select or specific functions or events. The University will assist in ensuring that Chartwells will be able to purchase such items at a comparable or lesser rate than could be purchased elsewhere.

H. Food Insecurity Program. Chartwells will collaborate with the University to implement measures that support food insecurity programs at the University as follows:

(i) Chartwells will donate ingredients, kitchen space and culinary support for student groups to prepare snacks for sale with proceeds going to support basic food pantry requirements such as cleaning supplies, purchased food and other operational equipment;

(ii) Chartwells will donate nonperishables to campus Food Pantry when Project Clean Plate program achieves the desired food waste reduction goal determined by students once a semester;

(iii) Student can donate excess meal swipes at the end of the year to the office of the Dean of Students or other designated University official to support meal assistance program and Chartwells will match total donated meal swipes;

(iv) Chartwells will offer a no-cost notification to student who opt-in when food is available at the end of service each day in our dining facilities, in conjunction of Bronco Beam;

(v) Chartwells will provide Food Recovery Network program when available; and,

(vi) Chartwells will provide an annual in-kind contribution for Boise State Swipe Out Hunger Fund and Food Pantry donation as detailed in Attachment C.

Except for expenses provided as part of an In-Kind Donation, additional expenses associated with donated items will be charged back to the University as a Cost of Business, provided expenses should be disclosed to and approved by University prior to incurrence thereof.

I. Sustainability Program. Chartwells shall collaborate with the University to develop and implement a sustainability plan for the Services that aligns with the University's sustainability goals, as follows:

(i) Chartwells will provide plant-based proteins and plant-forward dishes to all residential and retail menus;

(ii) Chartwells will offer at least two fair trade-certified products in each dining operation;

(iii) Chartwells will source products within a 250-mile radius;

(iv) Chartwells will implement Waste Not methodology to collect, sort, manage and measure waste;

(v) Chartwells will offer a series of sustainability events that stress the importance of decreasing food waste and environmental responsibility;

(vi) Chartwells will post dining program sustainability commitments and results online and provide scorecard and participation to University sustainability committee for review; and,

(vii) Chartwells will provide annual sustainability support as detailed in Attachment C

J. Marketing and Communications Plan. Chartwells shall coordinate with the University to develop and implement a proactive annual marketing/communication plan following Annual Plan review each year to promote the Services to the University's campus community. The focus of the marketing/communications plan shall be to maximize participation and sales in the areas of meal plans, retail dining services and catering services and will include the following:

(i) Social media strategy for residential, retail dining, and catering;

(ii) Residential community engagement plan;

(iii) Identification of target markets;

(iv) Specific strategies to build revenue, enhance satisfaction, and generate goodwill on campus and in the local community;

(v) Implementation plan and calendar; and

(vi) Success measures.

K. Alcohol Service/Licensing. Chartwells will be responsible for provision of alcohol services on campus, provided all service of alcohol must be done through Chartwells or a University-approved third-party subcontractor. TIPS training shall be required for all individuals responsible for alcohol service. For approved third-party contractors, responsibility for TIPS training lies with Chartwells. The University will have final approval on the venues and events where alcohol may be provided.

Chartwells (or its approved subcontractor) will provide alcohol (wine, beer and liquor) concessions at events and venues designated by the University and will ensure any event involving provision of alcohol is properly permitted in compliance with University and State Board of Education policies and all procedures are in place throughout the event to comply with applicable University policies and any additional permit requirements (each, a "Permitted Event"). Chartwells shall be responsible for enforcing applicable policies, laws, and permit requirements throughout the Permitted Event. Without limitation, Chartwells shall ensure:

In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

An Alcohol Beverage Permit for a Permitted Event may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event area, provided that the area is fully enclosed, and provided further that area is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

The event sponsor and those individuals and contractors furnishing alcohol at the Permitted Event shall be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event.

Chartwells shall be solely responsible for obtaining and keeping the license for beer and wine and liquor service in full force and effect during the term of the Agreement including, but not limited to, filing applications for licensing and renewal and paying all fees in connection to the license and shall indemnify, defend and hold harmless the University Indemnified Parties against any claims, damages, liabilities, or expenses arising from or relating to alcohol service and/or failure to comply with terms of licenses. In addition, Chartwells shall ensure that any third-party event sponsors or subcontracted alcohol providers shall be required to indemnify, defend and hold harmless the University Indemnified Parties against any claims, damages, liabilities, or expenses arising from or relating to alcohol service and/or failure to comply with terms of licenses. All third-party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution.

L. **Concessions.** Chartwells shall provide concessions and approved alcohol services at all athletic and entertainment events (including but not limited to Albertsons Stadium, Velma Morrison Center, ExtraMile Arena, Boas Tennis and Soccer Center, Donna Larson Park, Bronco Gym, Caven-Williams Sports Complex). In addition, Chartwells will provide concession service to all other events and activities that supplement the normal athletic and entertainment events schedule. Without limitation, Chartwells shall have the following responsibilities with regard to concessions:

(i) Chartwells will be responsible for maintaining proper service levels and availability of stands based on industry standards.

(ii) Chartwells is encouraged to use service organizations from campus (including student organizations) and the surrounding community to supplement concessions staffing levels. Chartwells will provide adequate training and supervision to ensure speed of service, safe food handling, monies are accounted for, and customer service.

(iii) Chartwells is responsible for custodial operations related to concessions, including deep cleaning on a semi-annual basis.

(iv) Chartwells shall be solely responsible for securing its equipment promptly at the closing of an event.

(v) When specialized catering equipment is required it shall be procured or rented by Chartwells if it is not available in Chartwells's inventory of Dining Service equipment.

(vi) Chartwells shall abide by any alcohol policy implemented by a University and all Chartwells employees serving alcoholic beverages will be TIPS (Training for Interception) trained.

M. **Catering Expectations.** Chartwells shall serve as Boise State's preferred caterer, in a non-exclusive capacity. Chartwells shall provide Catering services that provide a complete Catering experience with Catering services to include but not be limited to online ordering, billing, confirmation of services, foods, beverages, linens, and food rental equipment. The scope shall include the management and operation of catering services requested by Boise State. The University will provide Chartwells with all kitchen smallwares, china, silver, and glassware for catering operations. Chartwells will be required to take an annual inventory in conjunction with the University and replace any losses. Without limitation, Chartwells shall have the following responsibilities with regard to Catering:

(i) Chartwells will provide an online interactive software platform for web-based Catering ordering; including menus, pricing, and policies.

(ii) Where possible, Chartwells will bill for catering services in conjunction of billing for services provided by the University.

(iii) Chartwells will provide menu options at a variety of price points and service levels; menus must include a robust student catering menu and a menu to meet Idaho per diem requirements.

(iv) For events planned prior to contract go-live, Chartwells must honor the specific Catering service commitments of menus, confirmed prices and other arrangements made by the previous contractor, and known by the University, prior to the beginning of this current contract.

(v) Chartwells shall be responsible for the proper training of any employee assigned to Catering events. Minimum staffing guidelines shall be mutually established and agreed to by Chartwells and the University, based on event type and location.

(vi) Chartwells shall ensure the following requirements are met for all events:

(a) All foods shall be labeled with allergens;

(b) Dispatch and breakdown area are to be camouflaged from customers;

(c) Chartwells is responsible for the complete set up and breakdown of all event space with respect to bars, tabletops, linens and equipment; and

(d) Tables should be properly set with linen and decorative décor, using properly cleaned service ware and glassware, as appropriate.

(vii) Should Chartwells wish to use the campus dining program to engage in non-University related off-campus catering business in the local community, such business must be approved in advance by the University, including reporting mechanisms and compensation arrangements. In all cases, the Catering requirements for the University are and shall remain a top priority and take precedence over any off-campus catering business. Chartwells retains the responsibility for collecting and paying of all required taxes associated with non-University catered events. Chartwells shall be solely responsible for securing its equipment promptly at the closing of an event.

(viii) When specialized catering equipment is required it shall be procured or rented by Chartwells if it is not available in Chartwells's inventory of Dining Service equipment.

(ix) Chartwells shall abide by any alcohol policy implemented by a University and all Chartwells employees serving alcoholic beverages will be TIPS (Training for Interception) trained.

(x) Upon request, Chartwells shall furnish the University access, via the catering software, to information regarding all catered functions including date of event, menu, costs charged, and sponsor prior to the event.

(xi) Chartwells will provide an annual report on food provided/produced by production space via the catering software to the University for UBIT reporting.

N. <u>Food Vending Expectations</u>. Chartwells will be granted the exclusive right to license and provide food and related services through vending machines located on campus. A beverage, for the purposes of food vending under this contract, is defined as hot beverages and milk. Items for sale include only food, snacks, and beverages (as defined above). Beverage vending machines are operated by Coca-Cola North America and Swire Coca-Cola under the University's Beverage contract. All vending machines are to be furnished and maintained by Chartwells or their subcontractors. The University shall, at its own cost and expense, install any such utility outlets at the designated areas where the vending equipment is to be located.

O. <u>Camps and Summer Conference Expectations.</u> Chartwells is required to operate year-round as required by the University. This includes providing services for summer camps, conferences, or other periods outside the academic calendar. Hours and locations of service that

occur outside of the academic calendar will be mutually agreed upon. Chartwells shall make available to the University tiers of summer conference and camp food service offerings to appeal to the diverse and different needs of each camp and conference utilizing the campus during the summer months. Offerings should include breakfast, lunch, dinner, and snack services, as needed. Each subsequent year, the camp and conference rate will be adjusted as mutually agreed upon. Services shall be provided in compliance with applicable terms of grants and other sponsor terms relating to funding for summer programs.

P. Motor Vehicles. Chartwells is responsible for providing sufficient and adequate motor vehicles required for the transport of food and/or beverage items under this contract, and for providing an adequate and qualified staff to operate such vehicles. Chartwells shall be liable for all damages or injuries caused by the negligent operation of said motor vehicles by the agents or employees of Chartwells. The vehicles and transportation of food will follow all local and regulatory safety practices and adhere to HACCP and SERV safe guidelines for transportation of food and beverages.

Q. Emergency Services. Chartwells shall be required to provide Dining Services under emergency and/or unpredictable circumstances such as breakdown of equipment, fire, flood, tornado, earthquake, pandemic, power failure, etc. Chartwells shall not be reimbursed for any loss of revenue from an interruption of service or operations, or for use of any dining service areas or facilities for such emergency purposes. In some emergency instances, food service areas and facilities may be used for purposes other than food service.

R. Training Tables. Chartwells is responsible for providing training tables meals to University athletes and staff. Training table meals must accommodate any special diet or nutritional needs as well as align with program expectations and applicable regulations and standards. Alignment, communication, and partnership between Chartwells and Boise State Athletics Department will be necessary to ensure the University and its student-athletes' needs are met. Some of these areas that will be expected and considered are:

- Direct communication with the Athletic Department and its sports nutritionist to ensure adequate nutrition meets the unique needs of athletes and help enhance performance.
- Education sessions to cover pertinent nutrition information to help athletes alleviate ailments
- Some meals will be grab and go options instead of a fully catered meal.
- Ability to utilize services and other options as needed to assist with the training table meals.
- Ability to work with Bronco Sports Properties corporate sponsorships to integrate services with Chartwells. The University will leverage outside sponsorship groups, such as Albertsons, to provide, on its own, unlimited snacks to student-athletes as allowed by NCAA regulations. This also includes a process that provides sponsorship exemptions, with Chartwells' own food supply, when using Boise State Facilities.

S. <u>Compliance and Quality Assurance Matters.</u>

(i) The University will periodically, with or without advance notification, conduct financial reviews, agreement compliance, quality assurance and sanitation inspections of the food service Facilities and equipment with or without a Chartwells's staff member. Consultant inspectors, acting as an agent of the University, shall have complete cooperation by Chartwells and access to all onsite financial records, food service, production, and storage areas for inspections they may conduct to measure performance and participate in external benchmarking.

(ii) Chartwells will provide to the University, and/or third-party as requested, all statistical and operating data required to complete internal and external benchmarking exercises.

(iii) The University shall periodically, with or without advance notification, conduct data gathering of customer behavior and satisfaction in order to measure performance and improve Dining Services operations.

(iv) The University will be informed by Chartwells of any schedule of independent audits of Chartwell's records and operations. The University shall receive a copy of the report of any findings that affect the University.

(v) Upon request of the University, Chartwells will meet with the University and review each operating statement, explain deviations, discuss problems, and mutually agree on courses of action, to improve the results of the required services included in this contract. Operating statement adjustments required as a result of review and/or audit shall be identified and reflected in the next period statement.

(vi) Chartwells must retain all records and all records are accessible to the University for a minimum of five (5) years from Fiscal Year end. The University reserves the right to audit at any time any aspect of the foodservice cycle, as performed by Chartwells. Chartwells shall keep full, timely and accurate records in accordance with generally accepted accounting practices (GAAP) for all necessary Federal, State, County, and local forms and claims regarding the Dining Services Program.

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Attachment A-1
Summary of Responsibilities

This is a summary table of responsibilities that outlines whether Chartwells or University will be responsible for performing and/or managing each line item. The cost associated with Chartwells responsible items, unless otherwise specified, will be included as a Cost of Business.

Category	Subject Area	University Responsibility	Chartwells Responsibility
Premises and Equipment	**Premises**	The University shall, without cost to Chartwells, provide Chartwells with the necessary space for the operation of the Services. University will retain the right to use any and all of the Facilities for any purpose. Notice shall be given to Chartwells prior to usage that is out of the ordinary and impacts Chartwells' standard operations.	
Premises and Equipment	**Equipment**	The University shall permit Chartwells to have the use of all such equipment and Facilities in the performance of its obligations hereunder, subject to the duty to exercise reasonable care in the use thereof. Chartwells agrees that all equipment and items of equipment now or hereafter furnished by the University to Chartwells are the sole property of the University and Chartwells agrees not to change, deface, or remove any symbol or mark of identity upon	Chartwells provides any additional items to supplement programs, with prior written approval of the University. Any equipment that requires university infrastructure (power, water, sewer, gas) must be mutually agreed upon prior to purchase by Chartwells. Chartwells shall be responsible for equipment replacement where it has been determined by the University that damages were due to negligence or intentional acts of Chartwells's employees, which replacement shall not be a Cost of Business.

		said equipment or items of equipment furnished by the University.	
Premises and Equipment	**Equipment Repair and Maintenance**	University provides and funds equipment purchases required for the dining program. University will be responsible for all costs associated with repair and maintenance of all University-owned equipment. The cost of these repairs shall be paid by University, except where it has been determined by the University that damages were due to Chartwells' negligence or an event under its direct control and responsibility.	Chartwells will be responsible for keeping equipment in excellent working condition according to manufacturer specifications. Chartwells will be responsible for all coordination associated with maintenance, repair, and replacement of the equipment. Chartwells shall be responsible to report to the University and request needed repairs of equipment and the Dining Services Facilities using the University work order system. All requested repairs may require prior approval of the University. Chartwells shall notify appropriate University officials of equipment malfunction and shall not attempt any repairs.
Premises and Equipment	**Smallwares and Serviceware**	University will provide an initial inventory of Products, Smallwares (e.g., China, glassware, flatware and kitchen utensils), and dining service equipment.	Chartwells and University shall verify an initial starting inventory of smallwares prior to the commencement of the term of this Agreement. New smallwares purchases will be included in Capital Investments, and will be amortized back to University over the term of this Agreement as provided in Attachment C. At all times during the term of this Agreement, Chartwells shall maintain such minimum or par stock levels as cost of doing business. All smallwares will become the property of University. Upon termination of this Agreement, Chartwells shall surrender an equivalent inventory of smallwares to University of such type and condition as was delivered to Chartwells upon commencement of the Agreement. Reasonable wear and tear excepted.
Premises and Equipment	**Offices**	University will provide adequate office space to reasonably accommodate Chartwells' administrative needs for the exclusive use of Chartwells.	Chartwells will be responsible for maintaining such space in good condition. Chartwells shall, at its own expense, furnish any additional office furniture not included in the current and new offices. Chartwells shall provide necessary office chairs.

Premises and Equipment	**Office Equipment**	University, at its cost, will provide any office infrastructure necessary for the management of the dining service; phone (analog lines upon request), internet, and network access. Office equipment does not include personal computers.	Chartwells will provide office equipment necessary for management of the dining services program, including, computers, printers, copy machines, phones (analog lines may acquired from Lumen/CenturyLink, through the University, upon request), office supplies, etc. Chartwells shall, at its own expense, furnish any additional office equipment not included in the current and new offices, including office chairs.
Premises and Equipment	**Facilities Repair and Maintenance**	University will maintain, repair or replace the Facilities and equipment owned by University as necessary to maintain the Facilities and equipment in a safe condition suitable for their intended use and in compliance with applicable governmental laws, regulations, codes, and ordinances. University will be responsible for all costs associated with repair and maintenance of all University-owned facilities. The cost of these repairs shall be paid by University, except where it has been determined by the University that damages were due to Chartwells' negligence or an event under its direct control and responsibility.	Chartwells will report all facility repair needs. Such repair and maintenance problems will be triaged and promptly reported to University. Both parties will collaborate to determine exact procedures for repair. At University's request, Chartwells shall coordinate repair of Facilities and equipment with a University-selected third party to maintain Facilities and equipment in a safe condition suitable for its intended use and in compliance with applicable laws.

Premises and Equipment	**Inspections and Access**	University reserves the right to regularly conduct unannounced inspections and/or operational and quality reviews with or without Chartwells. Consultant inspectors for all local authorities and from the University will have complete cooperation from Chartwells. Authorized University employees will have complete access to all areas of Chartwells operations in front of house and back of house.	Chartwells will provide University with copies of inspection reports within four (4) hours of completed inspection. Within twenty-four (24) hours, Chartwells will provide University and relevant campus authorities with a written report of any requested corrective actions on all infractions contained within the reports. In the event that corrective action is a joint responsibility, Chartwells will notify University of its responsibility in the matter and will work with the University on the implementation of such action.
Premises and Equipment	**Pest Control**	University shall contract pest control services and will bill actual invoices directly to Chartwells.	Chartwells shall be responsible for all costs and maintenance of insect and pest control in all assigned areas for office, production, service, and storage, and all public spaces across all dining venues. The University prefers integrated pest management solutions wherever possible. These costs will be billed back to the University in a monthly subsidy invoice.
Premises and Equipment	**Fire and Safety**	University shall furnish and maintain fire alarms and extinguisher equipment and supplies as required by law, regulation, or best practices. University shall be responsible for coordinating the periodic cleaning of hood and ventilation systems.	Chartwells shall be responsible for daily cleaning of hood filters according to manufacturer specifications. Chartwells shall immediately report fires, unsafe conditions, thefts, and security hazards to University. Chartwells shall report to the University any conditions cited in an inspection by local or federal agencies or those identified by the University's campus dining contract administrator for unsafe conditions on the premises. Chartwells shall notify the University immediately after any fire extinguisher use or discharge.

Premises and Equipment	**Janitorial**	University shall be responsible for the deep cleaning and maintenance of ceilings, ceiling fixtures, windows, exterior walls, dining area floors and/or carpets, drapes and fixtures at the premises on a scheduled basis (transitional cleaning; generally, rotating quarterly) as determined by University and consistent with local ordinances, and for setting up and cleaning the Premises for certain special events scheduled by University upon advance notice to Chartwells.	Chartwells shall provide daily housekeeping and all cleaning and janitorial functions within the premises and shall commission and oversee sanitation services for dedicated foodservice areas according to highest industry standards. In addition, Chartwells will maintain the dining locations throughout service hours to include wiping down tables; cleaning spills; emptying trash, recycling, and compostable; and keeping dining locations neat. The facilities within the premises for which Chartwells shall be responsible will include, but not be limited to production and serving areas; dining rooms; convenience stores/snack bars; refrigerators, freezers; reusable container collection machines; receiving and storage; trash, recycling, and compostable; loading docks*, employee lockers and restrooms; offices; and hallways assigned to Chartwells. Chartwells shall use green cleaning strategies and products wherever possible. *(Where loading docks are shared by Chartwells and University, the responsibility will also be shared.)
Premises and Equipment	**Hoods**	University, at its expense, will be responsible for the periodic cleaning of the ductwork above the ceiling level.	Chartwells will be responsible for routine daily cleaning of the hood exterior and interior surfaces and filters below the ceiling level.
Premises and Equipment	**Utility Service**	University will be responsible for providing and paying for electricity, gas, steam, water, and sewer service for the foodservice operations. The University does not guarantee uninterrupted utility service or building access. The University will not be liable for any damages or loss that may result from the interruption or failure of any such utility service, nor any	

		loss of use or lost profit unless such interruption or failure is due to negligence of the University or its employees.	
Premises and Equipment	**Vehicles and Parking**	University will provide designated parking for food service vehicle(s) with access to a loading area as appropriate.	Chartwells will provide necessary vehicles to successfully execute the needs of the contract. Contractor will secure necessary parking permits for vehicles. Chartwells' employees will be required to purchase a parking pass to access on-campus parking locations. All University rules and regulations for operating a vehicle on campus should be adhered to at all times. Chartwells shall require its employees, agents, subcontractors, vendors, and suppliers to abide by the parking policies of the University.
Premises and Equipment	**Materials Management**	University shall provide services for the removal of trash, recycling, and compostables, including dumpsters, within the designated area of each facility on the premises.	Chartwells will cooperate with the University in minimizing waste and disposal costs. Storage of refuse, recycling, and compostable by Chartwells shall be in appropriate clean and color-coded containers and in unobtrusive areas of each facility within the premises. Chartwells is responsible for grease drum removal, and must comply with University health and safety guidelines. All Chartwells employees shall be trained regarding campus-wide waste diversion practices and accepted items, including single stream recyclables, specialty recyclables, and compostable. Chartwells shall transport back-of-the-house refuse, compost and recycling to designated refuse, compost and recycling collection areas, while University shall be responsible for removal of that refuse, compost, and recycling from the dumpster collection areas. All waste materials will be promptly removed to appropriate outdoor storage containers with lids securely closed.

Premises and Equipment	**Used Cooking Oil Collection and Removal**	Boise State shall provide adequate space for storage of used cooking oil	Contractor will be responsible for coordinating the storage and removal used cooking oil
Technology and Systems Management	**PCI-DSS Payment Card Industry-Data Security Standard**		Chartwells will be the merchant of record for any credit or debit card transactions in connection with any of their services provided on campus. Chartwells will be responsible for complying with all applicable laws, regulations, and payment card industry data security standards as related to the protection of the cardholder data. In addition, Chartwells will follow and comply with all of University's Privacy and Security policies as it relates to computer usage and security, financial records, personnel records and student records. Chartwells is required to provide University a completed and passing PCI-DSS Attestation of Compliance (AOC) on an annual basis and is also required to obtain and furnish to University an AOC for all third parties performing any credit card payment services on its behalf.
Technology and Systems Management	**Network and Internet Services**	University may provide network and internet service connections for Chartwells' devices.	Any IT equipment, servers, systems, etc. deployed by Chartwells on the University's network will comply with all University information security policies and practices. Chartwells is responsible for maintaining the security of its computers and software. Devices that are found to be compromised may be removed from the University's computer network. Use of these services shall be for appropriate business-related activities only. Access to the network is not to be shared or transferred to other businesses or non-employees of Chartwells. Chartwells may be charged, at normal rates, for labor and materials related to installation, alteration, connection, or other changes to network infrastructure in order to provide connectivity to Chartwells' devices, including but not limited to, labor, network equipment, and wiring materials and

			services. Chartwells may not use the University's network for devices or transactions that are in-scope for PCI-DSS without prior approval from the University.
Technology and Systems Management	**Information Security**		Chartwells shall be responsible for any loss or damage resulting from Chartwells' negligent failure to provide adequate security, including information security, breaches of Chartwells system, or by Chartwells employees inappropriately accessing or misusing the University's systems. Chartwells will be responsible for implementing information security measures, auditing, and reporting to University officials as is required for other information technology system owners/users. Chartwells should maintain adequate IT and security staffing to effectively operate and monitor its systems and end users. Chartwells employees will be responsible for complying with University's standards for safeguarding information. Chartwells shall be responsible for any and all costs associated with breach notification and reporting with regard to its systems or systems operated by third parties on its behalf. Chartwells acknowledges that it may have access to confidential information and agrees to abide by all applicable laws and regulations including, but not limited to FERPA, PCI-DSS, GLB and HIPPA regulations. Chartwells further acknowledges that any information shared with it is intended for internal use only and is not to be disclosed, shared, or sold to other parties.
Personnel and Staffing	**On-site IT Support**		Chartwells will provide an on-site point of contact for tier 1* and tier 2** IT support for the software and hardware systems during business hours, including events. The role is to ensure the success of Chartwells' daily operations. Chartwells must make a commitment to fully educate its employees on all hardware and software systems and know how to troubleshoot concerns and issues. * Tier 1 support - For basic operability and usage issues of the POS software and hardware to include, but not be limited to, cash registers, printers, and credit card processing equipment. **Tier 2 support - Personnel with deep knowledge of the POS software and hardware, but not necessarily responsible for engineering or development issues. Responsible for the administrative management and advanced

			configuration and setup of the POS software and hardware.
Personnel and Staffing	**Supervision and Management of Personnel**	University will have approval authority for all candidates to be assigned to any management-level positions performing Services, including Resident District Manager, Senior Catering Director, Senior Executive Chef, Operations Controller, Senior Marketing Manager, Director of Concessions, Director of Operations, and IT Director. The University will participate in interviews and approval of management candidates prior to acceptance by Chartwells for employment to service this contract.	Chartwells shall at all times provide adequate and expert on-site supervision of its employees providing the Services. Chartwells shall ensure that critical positions (those necessary to open the Facilities and operate the Services) have adequate back-up employees to call in to cover for absenteeism. Should any industry-wide labor shortages create a challenge in this regard, Chartwells shall develop a plan subject to mutual consent of the Parties to ensure there are no gaps in service during said labor shortage. Chartwells agrees to have one of its senior corporate managers available to meet with the University within three (3) Business Days of a University request to discuss and resolve important concerns related to the management of the Facilities or provision of Services
Personnel and Staffing	**Premises Staffing Levels (Management Team)**		Chartwells will maintain a fully staffed management team at all times and identify interim management if a staff member should transition without an immediate full-time replacement. Succession planning for management will ensure coverage and continuity throughout the life of the Agreement. Chartwells shall provide an organization chart and staffing table on an annual basis, including management team and hourly staffing plans. Chartwells shall provide to University by the Effective Date its organizational line of authority from the local General Manager to the manager at the highest corporate level. The University shall be notified of any subsequent changes to this structure as they occur. Chartwell's district manager and other regional or national managers shall have on-site operations meetings with the University on at

			least a quarterly basis to discuss financial results, account operations, and business strategies, as well as any other information pertinent to University's Services or Facilities.
Personnel and Staffing	**Premises Staffing Levels (Hourly Staffing)**		Chartwells will maintain adequate staff on the premises at all locations at all times to ensure a quality dining service operation in alignment with staffing plans provided as part of the RFP Documents and provide sufficient staff to maintain the operation at the levels and quality described in the RFP Documents and for the hours agreed to in the Annual Plan. Staff will be experienced and qualified for administration and supervision, menu planning and dietetics, production, sustainability, purchasing, service, sanitation, marketing, and equipment use.
Personnel and Staffing	**Student employment**		Chartwells will provide convenient on-campus jobs, cultivate student leadership opportunities, develop student employee skill and provide meaningful internship opportunities. Chartwells should also support University's academic programs by providing internships or practicum experience for University students and by providing flexibility to work around students' class schedules, particularly during finals and study weeks. Chartwells agrees to employ at least five paid student interns annually. Chartwells will work with the University to ensure internships meet expectations and/or requirements of academic programs where appropriate.
Personnel and Staffing	**Training**		Chartwells must continually provide training and development for its employees at all levels of the dining operations, including but not limited to culinary training, technical training, safety and sanitation, and customer service training. At a minimum, all local Health Department standards will be met and Chartwells shall ensure employees adhere to standards and practices following training.
Personnel and Staffing	**Conduct**	University reserves the right to ask Chartwells to remove an individual whose conduct does not comply with the University rules and regulations and/or meets University's leadership's expectations.	Chartwells is responsible for the conduct of all its employees. Chartwells employees will abide by all rules and regulations which govern University employees. Chartwells must align with University's diversity and inclusivity expectations, included in the RFP Documents.

Personnel and Staffing	**Attire**	University to have input and approve uniforms and uniform change requests.	Chartwells employees will be neatly attired in clean uniforms and wear visible nametag identification at all times while on duty. Management will be appropriately dressed (but not necessarily in uniform) and wear nametag identification. All uniforms and nametags shall identify personnel as University Dining, not Chartwells's corporation. Contractor will coordinate laundering of uniforms as necessary, such as chefs jackets.
Personnel and Staffing	**Emergency Contacts**	University will maintain and supply Chartwells with a list of emergency contacts.	Chartwells will maintain and supply the University with a list of emergency contacts.
Programs and Operations	**Quality Control and Customer Satisfaction**	University reserves the right to observe and monitor the food and service at all campus dining locations and events, including through the use of "secret shopping" methodologies and programs.	Chartwells shall establish and maintain a regular process for evaluating campus dining food and service quality, collecting customer feedback, and responding to customer complaints. Copies of these evaluations and responses shall be summarized as part of the regular client reporting and communication processes. At minimum, Chartwells will execute a Chartwells student satisfaction survey once per year and provide the University with mutually agreeable third party benchmarks. In addition, Chartwells shall implement NACUF's benchmark annually the alternate semester and will engage in other customer feedback efforts throughout each year. Chartwells will provide the University the unfiltered survey results, and work with University to develop a response place as appropriate. Chartwells will also define and execute measurement of the University Satisfaction as compared to external benchmark inclusive of similar institutions of multiple vendor accounts.
Programs and Operations	**Hours of Operation**		Chartwells will work with University to determine if established hours of operation need to be adjusted based on demand or usage. At minimum, comprehensive hours of operation will be revisited annually, but Chartwells will coordinate with University on specific locations on a case-by-case basis as needed.
Programs and Operations	**Community Partnerships**	The University will exercise influence and provide input on community partnerships that are central to University's mission.	Chartwells will actively seek outside community partnership opportunities for University's consideration to enhance on-campus offerings.

Programs and Operations	**TRIO and Special Programs**		Chartwells will provide foodservice operations to the summer Trio Rising Scholars (TRS) program in alignment with Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) guidelines or USDA requirements, as applicable. Upon request, Chartwells will incorporate service to the children's center or other programs in compliance with any federal or other similar standards and requirements that apply.
Culinary Standards	**Healthy Choices**		Chartwells must offer choices that allow any person who dines in its operations the opportunity to select a well-balanced meal from the menu. The nutritional analysis of all menu items must be accessible to customers either on menu, in a written manual located in each venue, on a computer located in the venue, and/or online as part of the campus dining website. Chartwells must accommodate guests with medical and dietary restrictions. Notwithstanding the obligation to offer and accommodate all guests' dietary restrictions, Chartwells and University will allow guests with severe anaphylactic allergies and/or strict religious requirements to opt out of meal plans for these reasons. All cycle menu offerings must have nutritional data posted. The prior sentence shall not apply to branded concepts or items served by subcontractors except as required by law. Such information shall be made readily available on the dining website and current at all times. Chartwells agrees to use healthy nutrition guidelines to identify healthier choices and will work with the University to modify menu offerings when requested.
Culinary Standards	**Dietary Diversity**	University will be responsible to review customer dietary requests.	Chartwells' menu portfolio must include a broad spectrum of dietary needs and preferences to enable broad access and engagement with the program. When a student or community member requests a modification, the University process shall be commenced to properly address the modification or accommodation request, and Chartwells' staff will work with University representative to develop and implement a plan to meet that student or community member's needs in the campus dining venues. If it is mutually determined that Chartwells cannot reasonably develop and implement a plan to meet a student or community member's needs in the campus dining venues due to severe anaphylactic allergies and/or religious beliefs, that student or community member may be excused from meal plan participation.

Culinary Standards	**Food Allergies and Intolerances**		Chartwells will provide menu options to ensure students with food allergies or intolerance have a comparable experience to those without dietary restrictions. These provisions should be met in all applicable settings (i.e. dining halls, retail, catering, concessions, etc.). There should be a dedicated allergen-free station in each AYCTE dining hall; allergy-friendly options at each retail dining location; allergy-friendly catering menu; and packaged reheatable options at concessions and convenience locations. Chartwells will ensure a dedicated prep space, storage space, and equipment for foods for food allergies. Chartwells' registered dietician will meet with students on an as-needed basis to discuss allergen concerns. Chartwells will label for the major allergens recognized in the United States by federal law. Chartwells must display major allergens and ingredients on ALL printed/digital menus as well as electronically (app and website), and provide printable forms of full ingredient statements.
Culinary Standards	**Food Allergy Training**		Chartwells' onsite management and staff will be Food Allergy Research and Education ("FARE") certified through a training program developed specifically for Chartwells. Chartwells will implement a robust allergen management training program and require re-certification for all salaried staff and associated designated to serving locations. All hourly associates will be trained bi-annually. Those working at specialized allergen stations must have additional training and pass exam before being able to work at the specialized station.
Culinary Standards	**Point of Service Labeling**		Food items at the service stations and bars shall be readily identifiable with accurate, individual labels with ingredient information. In a la carte operations, pricing must be visible for all menu items. Effort must be made where applicable to highlight sustainability attributes (local, Boise-raised, plant-forward, etc.).
Culinary Standards	**Menu Guidelines**	University shall have the right to review and approve any changes in the menu guidelines over the life of the Agreement.	

Safety	**Emergency Items**	University maintains the right to inspect emergency supply levels at its discretion.	Chartwells will be responsible for providing and maintaining an inventory of compostable* serviceware and to-go containers adequate to meet the emergency needs should the dishwashing facilities become inoperative or physical distancing is required. Chartwells shall maintain an inventory of food and supplies adequate to feed students during an emergency that precludes the delivery of fresh product to campus. That inventory shall be ten (10) days. *(University does not currently offer composting on campus. Chartwells will utilize recyclable containers until composting is available.)
Safety	**ServSafe Certification**		At a minimum, all management and supervisory staff will be ServSafe Certified. At least one ServSafe Certified individual shall be present at each dining location at all times of operation--and that person shall be designated the person in charge. Copies of all certifications are to be on file and are subject to a random audit by the Contract Administrator. At a minimum, all local Health Department standards will be met.
Safety	**Worker Safety**	University is responsible for providing a safe work environment with respect to the facilities and equipment assigned to Chartwells.	Chartwells is solely responsible for training and supervising all employees with regards to safe work habits and proper use of all equipment. All safety incidents will be reported immediately to University. Chartwells employee safety should meet the University's minimum standards.
Safety	**Chemical Storage**		Chartwells will be responsible for the safe use of all chemicals including secured storage and separation of chemicals from food storage. Chartwells' hazardous chemical storage will meet the University's minimum chemical storage standards. Chartwells shall consult with the University on displace of Hazardous Substances generated or introduced by Chartwells.
Safety	**HACCP**		HACCP (Hazardous Analysis Critical Control Points) standards shall be used for receiving, storing, thawing, chilled, serving, and re-thermalizing all food.
Catering	**Catering Rights**	University recognizes that it is in the best interest of both parties for campus departments to use Chartwells and will encourage that use	Chartwells does not have exclusive rights to catering. University shall encourage its staff and students to provide Chartwells with the right to provide a quote for the catering services. Chartwells shall be responsible for the collection of payment for catering charges from non-university groups. Chartwells shall regularly inform the

		whenever feasible, but there will be no exclusivity on campus. University will collect all internal catering Accounts Receivable.	University about any delinquent unpaid catering invoices. Chartwells will collect all external catering Accounts Receivable.
Catering	**Catering Guides and Printing**	University to approve all catering guides.	Chartwells shall develop new and in-depth annual catering guides, including a specific one for students, and shall make the guides available online before the beginning of each academic year. Chartwells will be responsible for any printing of catering guides.
Catering	**Catering Stakeholder Engagement**		Chartwells shall meet with key catering stakeholders/organizers at least once per semester to showcase new catering options and discuss the overall program and necessary changes or improvements to sustain a high-performing catering program.
Catering	**Quality Control and Customer Satisfaction**	University reserves the right to observe and monitor the food and service at all catered events.	Chartwells shall establish and maintain a regular process for evaluating catering event food and service quality, collecting customer feedback, and responding to customer complaints. Copies of these evaluations and responses shall be summarized as part of the regular client reporting and communication processes. Chartwells will provide on a regular basis all upcoming catering events.
Catering	**Conferences, Campus, and Clinics**		Chartwells' right to provide service for such conferences, camps, and clinics shall be on a non-exclusive basis.
Athletics	**Concessions Offerings**	The University shall communicate its desired “mix” to Chartwells and will have final approval over any additions and/or brands that may be added to the concessions portfolio.	
Athletics	**Flexibility to Purchase Specialty Products**	The University retains the right to purchase specialty products for student-athletes outside of the scope of this Agreement,	

		including but not limited to vitamins and nutritional supplements.	
Sustainability	**Waste Reduction**	University will strive to create a culture of waste minimization and responsible landfill diversion.	Chartwells shall support existing and future University waste reduction goals, while also developing and implementing policies and procedures to reduce pre- and post-consumer waste in all dining venues and educating customers about food waste reduction. Chartwells shall propose food waste reduction strategies. Chartwells will support University in being a Styrofoam free for all food delivery. Chartwells will support University in eliminating as many single use disposables (including single-use plastics) as possible, including straws, water bottles, disposable cups, to-go containers, and more. Chartwells agrees to annually partner with, perform, pay for, share results of, and implement recommendations from third-party audit of progress towards waste reduction goals.
Sustainability	**Recycling and Composting**	University will implement recycling and composting guidelines for the campus in line with campus-wide waste diversion goals.	Chartwells shall comply with all existing and any future recycling and composting policies established by University including those for single stream recyclables, specialty recyclables (gloves, textiles, batteries, electronics, equipment, etc.), and compostables. Chartwells will lead, participate in, and minimize contamination of composting for food waste and BPI-certified packaging. Chartwells shall support and lead expansion of compostable collection at all dining locations, both in back and front of house. Chartwells will also support all athletic and catered events being zero waste events (either with washables, reusables, or compostables).
Sustainability	**Energy & Water Use Reduction**	University will install equipment that supports energy/water conservation.	Chartwells shall develop and implement policies and procedures to help meet building-wide energy and water use reduction goals by minimizing unnecessary use of electricity, steam, natural gas, chilled water, potable water, heating, ventilating, and air-conditioning equipment. Chartwells shall assume responsibility for maximum utility/energy conservation. Chartwells shall adopt and enforce a policy of turning off or down lights, fans, water, ovens, steam equipment, and other energy consuming items when the Dining Services facilities are not in use or when business volume dictates a reduction in the use of utilities.

Sustainability	**Food Recovery**		Chartwells will manage and support efforts to reduce food waste, reuse surplus food, and to donate surplus food. Chartwells will work with University student groups and local food recovery organizations to safely donate surplus and leftovers to the on-campus University Food Pantry and other local nonprofit organizations focused on food security, and will provide food recovery across all operations, including c-store, retail, residential dining, and catering. Chartwells will develop policies and procedures to distribute surplus catered food through non-traditional food recovery methods, and will manage food recovery in good faith in accordance with Good Samaritan Laws and Idaho Health Department rules and regulations.
Sustainability	**Marketing, Advertizing, and Promotions**		Chartwells will embed sustainability into University Dining advertising, marketing, and promotions to encourage the behavior changes required to achieve sustainability goals.
Marketing & Engagement	**Advertising and Promotions**	University will reasonably cooperate with Chartwells in promoting and merchandising services and products to attract more customers to fully utilize the Dining Services.	Chartwells will comply with University Brand Standards, and cooperate with University to develop and implement advertising and promotional efforts to increase the visibility and image of the University Dining and Catering program and promote sustainable behaviors to faculty, staff, students and visitors. All advertising and promotional materials will meet the requirements of applicable laws and University policies for compliance with disability accessibility standards, and include required accommodation notices. Chartwells will develop all marketing plans at least one quarter prior to roll-out which will be reviewed/approved by the University.
Marketing & Engagement	**Marketing Media**	University will have access and rights to website.	Chartwells will comply with University Brand Standards, and shall develop, maintain, and keep current a website for University Dining. Chartwells shall utilize social media outlets such as Twitter, Facebook, and Instagram as well as any new relevant emerging social media platforms to create ongoing excitement around specials, promotions, and other dining-related events. Chartwells shall ensure that all such social media, web, and physical media and events comply with applicable disability and accessibility standards and include required accommodation notices. Chartwells will develop all marketing plans at least one quarter prior to roll-out which will be reviewed/approved by the University.

Marketing & Engagement	**Student Engagement**		Chartwells agrees to collaborate with University student groups to achieve, partner, and expand positive impact of program initiatives.
Marketing & Engagement	**Academic and Research Partnerships**		Chartwells shall participate in research and academic projects as requested by University.
Reporting / Finance / Accounting	**Financial Reports - Monthly Points of Sale**	University reserves the right to ask for additional supporting documentation when necessary.	At a minimum, Chartwells will provide the University with a monthly point of sale financial statement to show budgeted and actual sales and operating expenses for the current period and the year-to-date on or before the 20th day of the month following the close of the financial period. Chartwells and the University will work together to refine and modify this and other reports as needed.
Reporting / Finance / Accounting	**Sales & Use taxes**	University collects and remits sales and use taxes on meal plans only	Chartwells will collect and remits all sales and use taxes other than meal plans
Reporting / Finance / Accounting	**Financial reports -Monthly Operating Reports**	University reserves the right to ask for additional supporting documentation when necessary.	Monthly detailed Cost of Business and Net Sales statement along with supporting reconciliation documents, identifying all sources of revenue by cost center from where the sales were generated. The monthly operating statement shall be accurately computed and submitted to the University by the 15th business day following the end of the calendar month. Chartwells will provide complete records of the total amount of food served and the number of students served daily by meal. General ledger backup shall be available and provided to the University at its request. Chartwells and the University will refine and modify this and other reports as needed.
Reporting / Finance / Accounting	**Financial Reports - Monthly Budget vs. Actual Reports**	University reserves the right to ask for additional supporting documentation when necessary.	Chartwells will provide the University with a detailed monthly profits and loss statement includes current period budget, current period activity, prior period activity, year-to-date actual vs. budget and prior year to date activity by the 15th business day following the end of the calendar month.

Reporting / Finance / Accounting	**AYCTE Meal Plan Participation Reports**	University reserves the right to ask for additional supporting documentation when necessary.	Chartwells will provide the University with participation numbers per meal plan type (e.g., amount of meals used on each plan versus the total meals available). Chartwells and the University will work together to refine and modify this and other reports as needed.
Reporting / Finance / Accounting	**Retail Hours of Operation Reports**	University shall not unreasonably withhold approval to adjust hours to best meet customer demand and provide a financially sustainable program.	Once each semester, Chartwells will provide a thirty (30) minute revenue and customer count analysis for each retail venue for a full week (Sunday through Saturday) without any holidays or special closures.
Reporting / Finance / Accounting	**Sustainability Reporting**	University regularly measures and evaluates programs for progress and efficacy, and will provides updates to Chartwells regarding progress.	Chartwells will provide monthly data reports for reuse programs, food recovery, and food waste.
Reporting / Finance / Accounting	**Retail Price Reporting**	University shall not unreasonably withhold pricing adjustments that are supported by the market basket comparison and within the plus or minus three percent (3%) range.	Each year per the annual provisions process, Chartwells will provide a complete price list for items sold in the retail venues (c-stores and a la carte dining). Market comparison prices will be presented to University as a basis for any price adjustments for the next academic year. Prices in campus venues must be plus or minus three percent (3%) of those in the local market. It is critical to maintain minimum, affordable price points at each venue for students to be able to purchase a meal under the local market average.
Reporting / Finance / Accounting	**Monthly Meeting and Semi-Annual Reviews**		Chartwells to have weekly meetings with University's Contract Administrator(s). Chartwells will hold monthly operational and financial meetings with the University to review the account. In addition, Chartwells shall make a semi-annual presentation to the University detailing financial and operational performance over the past six (6) months along with projected financials for the next six (6) months. The presentation must include but is not restricted to: 1) Financial Performance Summary; 2) Participation Reports; 3) KPI data; 4) Marketing activities and results; and 5) Progress on initiatives agreed upon in previous reviews and proposed initiatives for the next six (6) month period. Chartwells and the University will work

			together to refine and modify this and other reports as needed.
Reporting / Finance / Accounting	**Corporate Visits**		Chartwells is to inform the University when a district, regional, or corporate representative of Chartwells' firm is to be on campus. University Senior Leadership will be given the opportunity to meet with that representative(s) while that person(s) are on campus. Visits from Chartwells' Corporate Executive Team should be held at least twice annually.
Reporting / Finance / Accounting	**Account Management**	The University Dining Agreement will be administered by Campus Services with day-to-day oversight by its Contract Administrator. As such, any account changes, strategic planning, budgetary decisions or impactful projects will first be vetted through Chartwells and University's Contract Administrator.	All monthly, quarterly, semi-annual, and annual reports should be sent to the University Contract Administrator(s), as defined by the University.
Reporting / Finance / Accounting	**Performance Reviews**	University has the right to conduct non-binding annual performance reviews of the on-site Senior Leadership Team. These reviews will be used to refocus efforts, provide feedback, initiate changes and	Chartwells agrees to consider performance review feedback and collaborate with University to achieve and maintain the highest level Dining Services program possible.

		improvements were and when needed.	
Food and Beverage	**Food, beverage, and paper and cleaningsupplies, purchasing.**		Chartwells to facilitate the purchasing of food, beverage, and paper and cleaning supplies purchasing to meet the needs of the dining program.
Food and Beverage	**Processing of Invoices**		Chartwells will be responsible for the collection of necessary invoices to meet the needs of the dining program.
Food and Beverage	**Payment of Invoices**		Chartwells will be responsible for the payment of invoices to meet the needs of the dining program
Labor	**Payment of regular, salaries, full time and part time hoursly employees**		Chartwells will be responsible for the regular payment of salaried and full-time and part-time hourly employees, including student employees to meet the needs of the dining program.
Labor	**Payment of costs associated with cost of taxes and benefits of salaried and full-time and part-time employees.**		Chartwells will be responsible for payment of costs associated with the cost of taxes and benefits as identified in Attachment B - Cost of Business, of salaried and full-time and part-time employees to meet the needs of the dining program.
Labor	**On-site preparation and processing of payroll**		Chartwells will be responsible for on-site preparation and processing of payroll to meet the needs of the dining program.
Labor	**Relocation of employees**		Chartwells will facilitate the relocation of employees to meet the needs of the dining program. All associated costs will be invoiced back to the University as a Cost of Business, subject to approval requirements as provided in Attachment B-1.
Labor	**Employee Background Checks and Drug Tests**		Chartwells will conduct background checks and drug tests as part of hiring and human resources processes to meet the needs of the dining program. All reasonable associated costs will be invoiced back to the University as a Cost of Business.

Agreement Number:

AGREEMENT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT B – COST OF SERVICES

ATTACHMENT B

Boise State University and Chartwells

I. Bond-Financed Facilities

Certain of the University's Dining Service Facilities may have been financed with proceeds of tax-exempt bonds (the "Bond Financed Facilities"). The University and Chartwells intend that the Agreement meet the safe harbor conditions of IRS Revenue Procedure 2017-13 with respect to the Bond-Financed Facilities, under which a management Agreement does not result in private business under Section 141(b) or Section 145(a)(2)(B) of the Code. Chartwells understands that the Bond-Financed Facilities on which the Dining Services are provided are premises that have been financed with proceeds of bonds, the interest of which is excludable from "gross income" for federal income tax purposes, and that, therefore, this Agreement is intended to comply with the management Agreement's safe-harbor guidelines of Rev. Proc. 2017-13, I.R.B. 2017-6, as amended and superseded ("Guidelines"). The University and Chartwells represent that compensation for the services provided by Chartwells is reasonable, and it is consistent with industry standards. For purposes of compliance with the Guideline, the University and Chartwells intend that compensation paid to Chartwells pursuant to this Agreement and further described in this Attachment B constitutes a management fee Agreement within the meaning of Section 4.06 of the Guidelines, and will not be treated as providing a share of net profits of the Bond-Financed Facilities to Chartwells.

II. Cost of Business & Management Fee Compensation

A. Chartwells shall provide the Services hereunder on Cost of Business plus Management Fee basis, whereby Chartwells shall be reimbursed by University for Chartwells Costs of Business (as defined herein below), and shall receive a Management Fee (as defined herein below) for providing the Services. The University shall retain all proceeds of sales from the dining program and shall be responsible to reimburse Chartwells monthly for its Cost of Business, as well as incur all of the University's own costs of operation.

B. Per the payment terms set forth below, the University shall reimburse Chartwells an amount equal to Chartwells' Cost of Business to provide the Services. Costs of Business shall be determined on an accrual basis and shall consist of the sum of the items outlined in Schedule 1 to this Attachment.

For the purposes of clarity, the amortization and depreciation expense for the Pre-Opening Expenses, including the Additional Pre-Opening Expenses, Signing Bonus, and Capital Investment shall not be treated as a Cost of Business for purposes of billing to the University, and instead, such amounts shall be accrued, amortized and depreciated by Chartwells on its books on a below-the-line basis. Further, the costs associated with the Innovation Fund and other In-Kind Funds shall be recognized by Chartwells on its books on a below-the-line basis and not passed on to the University. However, should the Agreement be terminated early, the University shall remain liable for the repayment of any unamortized balance of such Pre-Opening Expenses, Additional Pre-Opening Expenses, Signing Bonus, and Capital Investment as set forth in the Financial Commitment provisions of the Agreement.

C. During the Term of this Agreement and subject to the provisions set forth in Article XIV below (performance metrics and management fee at risk), University shall pay Chartwells a monthly management fee that is equal to four percent (4%) of Net Sales for such month (the "Management Fee"). Within fifteen days of the end of each Fiscal Year (ending June 30th), the Parties shall perform a reconciliation of total Management Fee paid to Chartwells through the end of such Fiscal Year, against Net Sales for the same period (and at the end of each successive Fiscal Year during the Term). To the extent the calculation of Net Sales during the 12-month period results in an underpayment of the Management Fee due to Chartwells, the University shall pay to Chartwells any deficit between the amounts previously paid and any unpaid but earned Management Fee within thirty (30) days of such reconciliation. To the extent the calculation of Net Sales during the 12-month period results in an overpayment of the Management Fee due to Chartwells or in the receipt by University of an amount less than the Net Profit Guarantee (hereafter defined), Chartwells shall pay to the University any surplus between the amounts previously paid and the actual earned Management Fee and/or any deficit up to the Net Profit Guarantee amount within thirty (30) days of such reconciliation.

The term "Net Sales" shall mean all moneys from sales collected through operation of the Dining Service Facilities, whether by cash, check, credit card, debit card, meal plan payments and dining dollars, but excluding: (1) receipts from sales of meals to employees of Chartwells; (2) any service charge made, collected and turned over to employees; (3) the proceeds of the sale of any fixtures or equipment; (4) proceeds from the sale or liquidation of any inventory which is not sold at retail; (5) any commission or processing fee paid in connection with sales by credit or bank cards; and, (6) taxes collected by Chartwells or any other vendor as required by governmental authorities.

With respect to sales made by subcontractors, Net Sales shall include only the portion of subcontractor Net Sales retained by Chartwells, and shall not include the portion of subcontractor Net Sales paid to or retained by the subcontractor.

To the extent that Chartwells meets all of the KPI provisions set forth below and retains the full Management Fee, Chartwells shall allocate 25% of the Management Fee paid to Chartwells (i.e. 1% of the 4% fee) towards an employee performance and reward fund.

III. Tax Exempt Bonds Compliance

The University and Chartwells acknowledge that this Agreement is intended to be a service agreement in which Chartwells operates the University's Dining Service Facilities in the Bond Financed Facilities. Accordingly, Chartwells agrees that it will not claim on any filing with the Internal Revenue Service any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the Bond Financed Facilities, or take any other position in any filing with the Internal Revenue Service that is inconsistent with its role as a service provider to the University under this Agreement. Chartwells does not bear the risk of loss upon damage or destruction of the managed property (for example, due to force majeure). The University and Chartwells agree to ensure that throughout the Term: (i) no more than 20 percent of the voting power of the governing body of the University is vested in the directors, officers, shareholders, partners, members, and employees of Chartwells, in the aggregate; (ii) the governing body of the University does not include the chief executive officer (or a person with equivalent management responsibilities) of Chartwells or the chairperson (or equivalent executive) of Chartwells' governing body; and (iii) the chief executive officer of Chartwells is not the chief

executive officer of the University or any of the qualified user's related parties (within the meaning of section 1.150-1(b) of the Treasury Regulations). Chartwells and the University agree to make a good-faith effort to amend this Agreement, to the extent necessary, to ensure compliance with the Guidelines.

IV. Board Plans and Pricing

Prior to the March 1 of each year, the Parties shall coordinate and mutually agree upon the calendar start and end dates for Board Days, and pricing for Board Plan rates, casual meal rates, conference rates, and retail rates for the upcoming Fiscal Year. Solely for purposes of calculation of Chartwells' Management Fee at the end of each month of the Agreement, University will set the daily rates to be applied against amounts collected by University for the Board Plan for purposes of determining the calculation of Net Sales for such month. Notwithstanding the foregoing, for Year 1 of the Agreement, the Parties shall coordinate and mutually agree on meal plan rates and structures no later than May 1, 2022.

Board plans and prices for other Products and Services will increase in each subsequent year by an amount to be determined by the University**,** taking into account population, hours of operation, other conditions, labor costs (including but not limited to benefits and insurance costs), product costs, fuel costs, federal, state and local tax structure, any change in federal, state or local law including regulatory or legislative mandates, any other levy or tax that impacts Chartwells' services, and variances between operating conditions as described by the University prior to execution of this Agreement and actual operating conditions during the Term, including without limitation student population, maintenance expenses and utility costs. If the changes in board rates and prices are less than the lesser of the increase in the Employment Cost Index, Private Industry, Compensation, Not Seasonally Adjusted – CIU2010000000000A ("ECI"), the Consumer Price Index – Food Away From Home, or 4% over the prior year, then the Parties shall negotiate in good faith to modify the financial terms of this Agreement. It is further agreed that, with respect to national brands, pricing will be competitive with prices available in the community outside the University's campus, and price adjustments to such items will be permitted during the academic year.

V. Camps and Conferences Rates

Chartwells shall make available to the University tiers of food service offerings to appeal to the diverse and different needs of each camp and conference utilizing the campus during the summer months. The Parties will agree to the base rates for Year 1 no later than May 1, to be set forth in the Annual Plan document for Year 1. Each subsequent year, the camp and conference rate will be adjusted as directed by the University in its discretion.

VI. Catering

Chartwells shall provide catering services to the University on and off Premises as requested. Financial arrangements shall be negotiated by the Parties on an event-by-event basis, provided fees will be flat fees per person or per meal. Chartwells shall invoice the University weekly for the catering services and the University shall pay said invoice within thirty (30) days of receipt. Chartwells will not be responsible for third-party caterers use of food service equipment or facilities, including damages resulting from use of such facilities and equipment by third parties.

VII. Dining Dollars

The University, in partnership with Chartwells, agrees to encourage all students to use all Declining Balance Funds prior to the end of each Spring semester, as the University intends not to refund such Declining Balance Funds at the end of each Spring semester. Solely for purposes of calculating Chartwells' Management Fee, the Declining Balance Funds actually used by customers shall be included in Net Sales. The University shall retain all unused Declining Balance Funds.

VIII. Advance Payment

Prior to the commencement of each semester during the Term, the University shall pay to Chartwells a working capital fund, to be used for operating costs, in the amount equal to One Million ($1,000,000) Dollars (the "Advanced Payment"). The Advanced Payment shall be paid to Chartwells no later than fourteen (14) days prior to the first day of classes of each semester. Chartwells shall deduct the Advanced Payment from Chartwells' final invoice immediately following the end of the semester. Any remaining amounts not credited to the final semester invoice will be carried forward and applied to subsequent invoices until the entire Advanced Payment amount is fully credited to the University.

IX. Payment Terms

Within fifteen (15) days of the end of a month, Chartwells shall invoice the University for (a) Chartwells' Cost of Business (after offsetting proceeds retained by Chartwells from retail and concession sales), and (b) the Management Fee earned during the previous month. Upon review and verification of all amounts reflected on such invoice, the University shall make payment of all undisputed amounts owed within thirty days following receipt of the invoice. For billing purposes, the billing period will end at midnight on the final calendar day of the month.

At a minimum, the following information shall be furnished on all invoices (invoices must include line item detail): (i) accounting period covered; (ii) total Cost of Business for the period covered; (iii) reimbursement requests for any miscellaneous costs that are not Cost of Business, including the specific item, purpose, justification and cost, (iv) proceeds from retail and concession sales retained by Chartwells, and (v) and the Management Fee due for such month.

All amounts due to Chartwells shall be paid within thirty (30) days of the invoice date or will be considered past-due. With the exception of invoices for catering, which may be paid by credit card, all payments to Chartwells will be made by Automated Clearing House (ACH). Past due amounts due to Chartwells will be subject, at Chartwells' option, to a service charge of up to 1.5% per month of the unpaid balance. All costs of collection of past due amounts, including, but not limited to, reasonable attorneys' fees and costs, shall be chargeable to and paid by the University.

In order to minimize the exchange of cash between the Parties on a monthly basis and to support Chartwells' cash position to cover its Cost of Business, the Parties agree that Chartwells shall collect and retain all proceeds from retail and concession sales and shall reflect such collected amounts from retail and concession as an offset/credit against the monthly Cost of Business billed.

X. Volume Allowances/Discounts

The University accepts that Chartwells or its parent company, Compass Group USA, Inc. ("Compass") may receive volume, trade or cash discounts for items purchased as part of doing business at the University and that those discounts will accrue to Chartwells and/or Compass and will not be credited back to the University. Chartwells represents that these discounts arise from the overall purchasing program of Chartwells and Compass Group USA, Inc., and will share information on volume allowances it receives from its purchasing contracts (food, beverage, and supplies) for purchases made on behalf of University for internal financial review.

XI. Chartwells Financial Reporting Guidelines

A. Chartwells shall provide a detailed Cost of Business and Net Sales statement, submitted monthly and a summary at the end of each year of the Agreement, identifying all sources of revenue by facility from where the sales were generated. The Cost of Business and Net Sales statements shall be accurately computed and submitted to the University by the 15th business day following the end of the calendar month. Chartwells shall provide complete records of the total amount of food served to students and the number of students served daily by meal shall be maintained and certified to be accurate by Chartwells upon request by the University. General ledger backup shall be available and provided to the University at its request. Chartwells' accounting system shall produce reliable and accurate Operating Statements. Chartwells shall accommodate all reasonable requests from the University for changes and additions to reporting formats.

B. Chartwells shall comply with the requirements of the Gramm Leach Bliley Act (GLB) dealing with the confidentiality of customer information and the safeguards rule. Covered data and information include Student Financial Information, required to be protected under the GLB. Examples of student financial information include addresses, phone numbers, bank and credit card account numbers, income and credit histories, and Social Security numbers.

XII. Revenue Management

A. Chartwells will have the right at Chartwells' expense to implement security measures and security systems as it deems necessary, including, but not limited to, employing a loss prevention manager on-site at the campus. The University agrees to cooperate with Chartwells in connection with Chartwells' implementation of such systems, including, but not limited to, providing permission for Chartwells to install equipment related to such systems at the Client's Premises. Chartwells shall be responsible for the security of monies and its personnel during collection. Losses due to theft or mis-appropriation resulting from intentional or negligent acts of Chartwells or its employees shall be the responsibility of Chartwells. Loss due to theft or mis-appropriation resulting from the intentional or negligent acts of the University or its employees shall be the responsibility of the University. Chartwells shall process all customer transactions involving a credit card or debit card using University owned POS systems. If Chartwells serves as the merchant of records, Chartwells shall be responsible for Payment Card Industry compliance with respect to its own tools and systems.

B. Chartwells shall make a good faith effort to collect all Accounts Receivable for third-party contractors and catering. Chartwells must provide the University an accounts receivable aging report, consisting of an itemized listing by customer of all outstanding Accounts Receivable by the 20th of each month. The University must be notified 30 days in advance of Chartwells' intent to write-off any uncollected accounts receivables as uncollectible.

XIII. Accounting and Budgeting

A. Chartwells shall provide separate monthly operating statements and budget estimates by unit for the Residential Dining Services, Retail Dining Services, and Catering in accordance with a format agreed upon between the University and Chartwells. The Operating Year will consist of 12 Accounting Periods beginning on July 1st of each year and ending on June 30th of the following year, unless otherwise mutually agreed in writing. Operating Statements are to include the previous accounting period and year-to-date totals for each line item.

B. By March 1 of each year, Chartwells shall submit to the University a preliminary annual budget for Dining Services operations for the next Fiscal Year. Chartwells' budgets shall not contain automatic inflation-based adjustments. Justifications of any proposed increases or decreases in prices or expenses shall be detailed in writing as part of the Annual Plan, tied to changes in the relevant price indices or market conditions, and subject to review by the University. This budget shall include the expected return to the University ("Anticipated University Net Revenue"). To the extent the financial assumptions set forth in Attachment C are met in such a manner so as not to cause any material changes which directly and materially impact Chartwells' or the University's profitability or ability to maintain Services as contemplated in this Agreement, Chartwells shall guarantee a minimum of 80% of Anticipated University Net Profit will be attained by University at the end of the Fiscal Year ("Net Profit Guarantee"). To the extent the financial assumptions set forth in Attachment C are not met, and the nature of such failure to meet the assumptions causes material changes which directly and materially impact Chartwells' or the University's profitability or ability to maintain Services as contemplated in this Agreement, Chartwells' inability to achieve the Net Profit Guarantee shall be excused in an amount proportional to the impact and the Parties shall meet and negotiate in good faith a mutually agreeable modified amount for the impacted Fiscal Year.

C. Chartwells shall maintain separate cash and charge records for all cost units to include: Residential Dining Services, Retail Dining Services, Food Vending, Concessions, including Training Table, and Catering for each facility, including any off-campus business.

XIV. Performance Metrics & Chartwells' Management Fee at Risk

A. The University and Chartwells agree to establish a performance metrics program to allow the University and Chartwells to align annually on Key Performance Indicators ("KPIs") that will improve the dining program at the University. The initial set of KPIs will be mutually agreed upon prior to execution of this Agreement as provided below. KPIs may be adjusted only by mutual written agreement in the Annual Plan. The Parties agree there will be a minimum of four (4) KPIs and Chartwells will place 100% of the Management Fee paid by the University to Chartwells at risk associated with the total KPIs (each KPI to be assigned a sub-portion of the total amount at risk.)

B. At the end of each Fiscal Year, the Parties shall evaluate Chartwell's productivity and service level performance against such KPI's. If the University determines in its reasonable discretion that Chartwells fails to meet an agreed-upon KPI target, Chartwells shall pay to the University, as a year-end performance penalty, the portion of the Management Fee associated with the failed KPI. All penalties are to be paid 30 days after the end of the Fiscal Year.

C. For the initial set of KPIs, the University and Chartwells will meet and agree upon such KPI's by April 15, 2022 and will be incorporated and attached in an exhibit signed by both parties hereto.

D. In addition, the Annual Plan for Year 1 shall be agreed upon no later than April 15, 2022, and will be incorporated and attached in an exhibit signed by both parties hereto.

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SCHEDULE 1

To Attachment B

Allowable Costs - Cost of Business

I. COST OF BUSINESS

"Cost of Business" shall include the direct and actual cost paid by Chartwells for the following allowable items, which are to be used exclusively for the provision of the Services to the University or University-approved third parties, unless otherwise mutually agreed by the Parties:

(i) Actual cost to Chartwells for food, beverages, supplies, and other products for resale purchased and provided to University as part of the Dining Services.

(ii) Paper supplies and disposable ware for use in the Dining Services.

(iii) Salaries and wages for onsite employees, either on a full time or part time basis, including but not limited to overtime, vacation pay, holiday pay, severance pay, pension cost, approved bonuses (except as otherwise provided herein), sick pay, and other similar salaries and wages, provided such wages are consistent with wages paid for similarly situated positions across the industry. Chartwells shall not make any substantial change in the salaries or benefits of employees, except as may be required to comply with any applicable law, regulation, ordinance, or court order, without first consulting with the University.

(iv) Any actual change in costs due to any of the following: (a) any increase in the rates of social security taxes or the federal or state unemployment taxes; (b) the imposition of any new federal, state, or local payroll based taxes; (c) an increase in the minimum wage rate; (d) the enactment of any "living wage" or similar laws by any governmental entity; or, (e) any increase in costs of employment benefits, whether as a result of a change in federal, state, or local laws or a federal, state or local legislative or regulatory mandate. Chartwells shall only charge back the actual change in costs from the date such change occurs, and insofar as Chartwells has provided support regarding its calculation of such changes in costs, verifying the reasons behind such adjustment.

(v) A flat charge of 33.4% of gross payroll to cover payroll taxes and employee benefit costs. Such costs include medical plans, life insurance, FICA, FUI, SUI, Workers' Compensation insurance, state disability insurance, 401(k) and payroll and benefit plan preparation and processing, and costs imposed due changes in any federal, state or local law including regulatory or legislative mandates, and legal costs ("T&B Rate"). Chartwells will use reasonable efforts to provide support regarding its calculation of the T&B Rate. Starting in Year 2, Chartwells can provide, at the request of the University, an annual report reflecting the T&B Rate change applicable to the University, which report shall be based on actual costs incurred. The percentage allocation may be adjusted upward or downward with mutual written approval in the annual plan and based on data provided by either Party verifying the reasons and calculations behind such adjustment. Chartwells represents that the charge calculated hereunder is Chartwells' good faith estimate of the applicable actual costs to Chartwells solely for purpose of recovering those

costs, that the estimate does not contain elements of profit or other revenue in excess of the estimated costs, and that adjustments to the rate reflect both increases and decreases in the listed costs to Chartwells.

(vi) Employee shift meals.
(vii) Hiring costs and background checks for Chartwells' onsite employees.
(viii) Temporary agency labor, where said use is agreed by the University.
(ix) Employee training and recognition for on-site employees.
(x) Employee relocation expenses for on-site employees, where such expenses are agreed to by the University.
(xi) Uniforms.
(xii) Time clock charges.
(xiii) Employee attendance at seminars or conferences that benefit University (upon prior written approval by University).
(xiv) Reasonable and approved travel expenses (upon prior written University advance approval).
(xv) Laundry service.
(xvi) Linens.
(xvii) On-site office supplies (e.g., postage, paper, etc.).
(xviii) Flowers and decorations.
(xix) Printing.
(xx) Smallwares replacement (e.g., china, glassware, cutlery, flatware and kitchen utensils.
(xxi) On-Site Equipment rental and/or leases not provided by University.
(xxii) Maintenance and repair for Chartwells and University Dining Services Equipment to the extent not completed by University and not necessitated due to negligence or damage caused by Chartwells or its subcontractors (to the extent not paid by the University and to the extent not required to be paid by Chartwells).
(xxiii) Computers, software and equipment necessary for Chartwells' operations at the site, including associated maintenance costs.
(xxiv) Hardware, leases, licenses and fees for customer facing technology.
(xxv) Vehicles for food service (truck, van, golf carts).
(xxvi) Gasoline and vehicle maintenance.
(xxvii) Business and operating licenses and permits directly related to the Dining Services.
(xxviii) Cleaning and sanitation services and supplies (to the extent not paid by the University).
(xxix) Pest control (to the extent not paid by the University).
(xxx) Electricity, gas, water and sewer service (to extent not paid by the University).
(xxxi) Waste removal (trash, recycling, composting, grease removal).
(xxxii) Cell phones and wireless charges for business use to the extent paid or reimbursed by Chartwells.
(xxxiii) Marketing, promotions, merchandising and merchandising materials for the dining program.
(xxxiv) License and permit costs for any ABC permits, license/inspection and any other permits or licenses.
(xxxv) Inspection fees required by law or by the University.

(xxxvi) Franchise fees, license fees, and/or commissions payable for University approved product concept/licensing Agreements, to include fees for assuming or replacing University-owned franchise agreements.

(xxxvii) Credit card and bank card service and transaction fees incurred as part of the Services.

(xxxviii) Courier and armored car service charges.

(xxxix) Subcontracted services as approved by the University.

(xl) A proportionate amount of insurance charges and premiums (e.g. liability, auto, workers comp) as required in the Agreement.

(xli) Other costs to provide the Dining Services to the extent such costs are approved in writing by University prior to the incurrence thereof and not designated as Chartwells Overhead or costs to be paid by the University, including description of the specific item, purpose, justification and cost.

II. NON-BILLABLE COSTS

Chartwells shall not be entitled to bill the following items as a "Cost of Business" unless otherwise mutually agreed in writing between the parties:

(i) Wages, salaries, benefits, and bonuses of home office employees and general, administrative, executive and management officers

(ii) Home office management costs such as general management overhead, transportation of management personnel, and any other indirect management costs

(iii) Corporate or regional office accounting expenses, including costs of producing corporate financial reports

(iv) Damages incurred and/or amounts paid for repairs or replacement of equipment as the result of the negligent or grossly negligent acts or omission of Chartwells' employees

(v) Money or other property that is lost or stolen if such loss or theft is the result of Chartwells' negligence

(vi) Inventory interest or carrying cost

(vii) Home Office or Outside Counsel Legal expenses (except for specialist legal services pertaining to liquor licensing for services at the University to the extent such fees are in line with regional standards)

(viii) All corporate taxes (except employer/payroll tax and sales tax directly associated with Chartwells' onsite services)

(ix) Expenses associated with the amortization of Pre-Opening Expenses, Additional Pre-Opening Expenses, Signing Bonus and Capital Investment (except for unamortized balances should early termination occur), and accruals for Innovation and In-Kind Funds

(x) Chartwells employee parking permits

(xi) Equipment shared with other Chartwells accounts or used for non-University purposes.

(xii) Any other corporate overhead and administrative charges not directly associated with the provision of the Dining Services to University.

Agreement Number

AGREEMENT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT C – FINANCIAL COMMITTMENT

ATTACHMENT C

Financial Commitment

A. Pre-Opening/Transition Expenses

1. Chartwells agrees to fund Pre-Opening Expenses in an amount not to exceed seven hundred fifty thousand ($750,000) Dollars ("Pre-Opening Expenses") plus an additional two-hundred fifty thousand dollars ($250,000) ("Additional Pre-Opening Expenses") to support improvements to the University's Dining Services program. "Pre-Opening Expenses" include, but are not limited to, meals and lodging, opening promotions and advertising, accounting and operating manuals and systems, interviewing and relocation, crew training, and Operating Charges related to preparing for, and commencing performance of the Services.

2. The Pre-Opening Expenses and Additional Pre-Opening Expenses will be amortized on a straight-line basis from May 15, 2022 through May 14, 2027. The amortization will not be charged to the University as a direct expense or a Cost of Business.

3. The University shall hold title to all such equipment (with the exception of those items that bear the name Chartwells, its logo, or any of its service logo marks or trademarks or any logo, service marks or trademarks of a third party).

4. Upon expiration or termination of this Agreement by either Party for any reason whatsoever prior to the complete amortization of any portion of the Pre-Opening Expenses, the University shall pay Chartwells for the unamortized portion of the Pre-Opening Expenses within thirty (30) days of expiration or termination of the Agreement, provided, however, that University shall not be required to pay for the unamortized portion of the Additional Pre-Opening Expenses except in case of a breach of Agreement by the University or termination of the Agreement by the University prior to May 14, 2027.

B. Capital Investment

Chartwells will provide an investment towards the University dining service program to fund capital improvements to the Premises as described in the table below in the aggregate amount of Six Million Dollars ($6,000,000) (the "Capital Investment"). The Capital Investment will be amortized on a straight-line basis during the periods as set forth in the table below. The University shall hold title to items procured using the Capital Investment. If the Agreement expires or is terminated for any reason prior to the full amortization of the Capital Investment, the University is liable for and promises to pay to Chartwells the unamortized portion of the Capital Investment immediately upon termination or expiration, after offsetting any amounts not yet dispersed.

Building Name	Description	Disbursement Date	Amount	Amortization Period
Student Union Building	Boise River Café/Food Court	Summer 2022	$919,000	May 2022 through May 2027
Student Union Building	Food Court	Summer 2024	$1,633,501	May 2022 through May 2027
Interactive Learning Center	Food Court Market	Summer 2022	$370,000	May 2022 through May 2027
Interactive Learning Center	Food Court	Summer 2023	$1,301,500	May 2022 through May 2027
College of Business	Brew Bike	Summer 2022	$30,000	May 2022 through May 2027
Chaffee Hall	Market	Summer 2022	$150,000	May 2022 through May 2027
Honors College/Sawtooth Hall	SouthFork Market	Summer 2022	$430,000	May 2022 through May 2027
Albertson's Stadium	Concessions	Summer 2022	$80,000	May 2022 through May 2027
Arena	Concessions	Summer 2022	$80,000	May 2022 through May 2027
Morrison Center	Concessions	Summer 2022	$50,000	May 2022 through May 2027
Dining Halls/Catering	Smallwares	Summer 2022	$250,000	May 2022 through May 2027
Technology		Summer 2022	$705,999	May 2022 through May 2027
TOTAL			**$6,000,000**	

The Capital Investment Funds listed above are preliminary proposals as of the Effective Date and specific projects and allocations shall be expended for purposes to be mutually agreed upon by the Parties.

C. <u>Value Added Service - Annual In-Kind Contribution</u>

Each year the Agreement remains in effect, and provided that a notice of termination has not been provided by either Party, and further provided that the University is not in breach of its obligations

and the financial assumptions hold true in such a manner so as not to cause any material changes which directly impact Chartwell's or the University's profitability or ability to maintain Services as contemplated in this Agreement, Chartwells shall provide, at no cost to the University, the following in-kind contributions and support each academic year during the Term. Notwithstanding the foregoing, to the extent the financial assumptions set forth in Attachment C are not met, and the nature of such failure to meet the assumptions causes material changes which directly and materially impact Chartwells' ability to provide such contributions, then the Parties shall meet and negotiate in good faith a mutually agreeable modified amount for the impacted Fiscal Year. Except as specifically indicated below, such services will be provided in-kind, have no cash value, and unused amounts expire at the end of the spring semester.

Added Service	Dollar Value	Cash Donation or Retail Value
Boise State Swipe Out of Hunger Fund	$16,060, subject to 3% annual escalator	Retail Value
Food Pantry Donation	$5,000	Cash Value
Presidential Catering Fund	$15,000	Retail Value
Sustainability Fund	$10,000	Cash Value
Student Scholarships	$10,000	Cash Value
What's Next Initiative / Lyle Smith Society Donation	$25,000	Cash Value

The Boise State Swipe Out of Hunger Fund and Presidential Catering Fund will not accrue evenly each month but will be made available August 1 of each contract year and available for usage at the University's discretion through the end of that contract year; provided, however, any funds not utilized by the end of that contract year will not carry over to the following year and will be forfeited. All cash donations (Food Pantry Donation, Sustainability Fund, Student Scholarships, and What's Next Initiative / Lyle Smith Society Donation) shall accrue evenly each month throughout the year and be paid out annually in August. An annual reconciliation of the prior year In-Kind Funds will be performed no later than the 31st of July in each contract year.

D. <u>Signing Bonus</u>

Chartwells shall provide a one-time signing bonus of Five Hundred Thousand Dollars ($500,000) to the University upon execution of this Agreement ("Signing Bonus"). The Signing Bonus will be amortized on a straight-line basis from May 15, 2022, through May 14, 2032. The amortization will not be charged to the University as a direct expense or as a Cost of Business. Upon expiration or termination of this Agreement by either Party for any reason whatsoever prior

to the complete amortization of the Signing Bonus, the University shall pay Chartwells the unamortized portion of the Signing Bonus within thirty (30) days of expiration or termination of the Agreement.

E. Employee Signing Bonus Fund

In an effort to recruit and retain employees for the University's Dining Services program, Chartwells shall allocate a one-time payment of Two Hundred Fifty Thousand ($250,000) Dollars towards employee signing bonuses for employees selected by Chartwells. This fund is provided by Chartwells at no cost to the University. Chartwells will not invoice or charge the Employee Signing Fund to the University as a Cost of Business.

F. Innovation Fund

In years two through four of this Agreement, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable Fiscal Year, as set forth below, Chartwells shall contribute to an Innovation Fund to be used for ongoing program improvements and innovations to the dining service program in the annual amount of 0.25% of Net Sales for Year 2, 0.5% of Net Sales for Year 3, and 0.75% of Net Sales for Year 4 (the "Innovation Fund"). Chartwells shall contribute to the Innovation Fund on a monthly basis based on projected annual Net Sales. All expenditures from the Innovation Fund shall be mutually agreed upon by the Parties. Annual contributions not used by the end of each year will roll over to the next year. An annual reconciliation of the Innovation Fund will be performed no later than the 15th of August each year, initiated and submitted for review by Chartwells, after the Innovation Fund is commenced. These funds may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither Party benefits. In the event the Innovation Fund is exhausted during any year, Chartwells shall have no further obligation to fund the Innovation Fund during that year. In the event of expiration or termination of this Agreement, the University will retain any accrued and unspent amount, and Chartwells shall have no further obligation with respect to the Innovation Fund as of the expiration or termination date.

The Innovation Fund is provided by Chartwells at no cost to the University. Chartwells will not invoice or charge the Innovation Fund to the University as a Cost of Business.

G. Program and Financial Assumptions.

- The Agreement life will have an initial five (5) year term, with the option to extend the Agreement for five additional annual terms by mutual written agreement.
- There is an initial overhang amount of unamortized Signing Bonus of $250,000 upon expiration of the initial five (5) year term.
- Unless exempt by University Dining Services, all residential students residing in housing either designated as first-year housing by the University or without an in-unit kitchen are required to purchase a meal plan.

- Meal plan pricing to students will have a minimal increase up to an average of no more than 6.0% in Year 1 and will increase in each subsequent year by an amount to be negotiated as stated in Attachment B, Section IV.

- Annual retail pricing increases will be mutually agreed upon by the Parties and consistent with corresponding increases in CPI/ECI percentages.

- Fall board operating days are assumed at 112. Spring board operating days are assumed at 111, for a total of 223 days.

- Blended meal plan participation rate is 66% in Year 1.

- Mandatory meal plan enrollment is assumed at 2100 for Year 1. Chartwells assumes a spring attrition rate of 4%.

- An additional 280 meal plans to be added Fall 2025.

- Chartwells' cost per meal in Year 1 will be between $3.05 and $3.20, subject to mutual consent of the Parties on meal plans.

- Chartwells' Management Fee will be calculated at 4% of total net sales, with 100% of such fee considered earned only if mutually determined program KPI's are met. In no circumstance will the Management Fee exceed 4% of total net sales.

- Pre-payment of the Board plan in the amount of $1,000,000 (one million dollars) per semester as provided in the Agreement.

- 33.4% blended Taxes and Benefits rate for Salaried, Hourly, and Student associates.

- Operation at post-pandemic levels, not current levels. Wages are estimates based on data currently available.

Agreement Number:

AGREEMENT FOR

Management of Dining Services

WITH

Chartwells Higher Education

ATTACHMENT D – HOURS OF OPERATION

ATTACHMENT D

Hours of Operations

Chartwells shall prepare and furnish food for service at the locations and times indicated in the table below for the 2022/23 Fall and Spring semesters. The hours of service for future years, including summer term 2023, will be determined by mutual agreement as part of the annual planning process. Hours of operations may be altered from time to time upon mutual agreement of the Parties.

Location	Monday – Friday	Saturday – Sunday
Tree City (Union)	9AM – 7PM *Friday 10AM – 5PM	CLOSED
Chick-fil-A (Union)	11AM – 7PM	11AM – 7PM Saturday CLOSED Sunday
Subway (Union)	11AM – 7PM *Friday 10AM – 5PM	11AM – 7PM
Starbucks (Union)	7:30AM – 7PM	8AM – 5PM
Moe's Southwestern Grill (Union)	10AM – 7PM *Friday 10AM – 5PM	10AM – 5PM Saturday CLOSED Sunday
Einstein Bros. Bagels (ILC)	7AM – 7PM *Friday 7AM – 3PM	CLOSED
Panda Express (ILC)	10AM – 7PM *Friday 10AM – 3PM	CLOSED
Papa John's (ILC)	10AM – 7PM *Friday 10AM – 3PM	CLOSED
Grille Works (ILC)	10AM – 7PM *Friday 10AM – 3PM	CLOSED
P.O.D. (ILC)	7:30AM – 6PM *Friday 7:30AM – 4PM	CLOSED
P.O.D. (Union)	7AM – 10PM	24 hours
P.O.D. (Towers)	24 hours	24 hours

P.O.D. (Chaffee)	5PM – 1AM	5PM – 1AM
P.O.D. (Clearwater Suites)	24 hours	24 hours
P.O.D. (Honor's College)	24 hours	24 hours
Guru Donuts (Library)	10AM – 7PM *Friday 10AM – 5PM	CLOSED
Urban Fox	10AM – 7PM *Friday 10AM – 5PM	CLOSED
Paddles Up Poke (Educ. Bldg.)	10AM – 7PM *Friday 10 AM – 5PM	CLOSED
Poppy Seed Café (College of Business)	10AM – 7PM *Friday 10AM – 2PM	CLOSED

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ATTACHMENT E

BOISE STATE UNIVERSITY
STANDARD TERMS AND CONDITIONS FOR CLOUD SERVICES

These Boise State University Standard Terms and Conditions for Cloud Services ("Cloud Terms") are incorporated in the attached agreement (the "Agreement") as if fully set forth therein. To the extent any provisions of the Agreement conflict with any provisions of these Cloud Terms, the provisions of the Cloud Terms will control. References to this Agreement include the foregoing Agreement and these Cloud Terms. For purposes of these Cloud Terms, "University" shall mean Boise State University and the term "Contractor" shall mean the entity contracting with the University in the foregoing Agreement.

1. **Definitions:**

   A. Data Breach - Any unauthorized access to or acquisition of Non-Public University Data following a Security Incident that compromises the security, confidentiality, or integrity of the Non-Public University Data, or the ability of the University to access the Non-Public University Data.

   B. Non-Public University Data - University Data that is not subject to distribution to the public as public information. It is deemed to be sensitive and confidential by the University because it contains information that is exempt by statute, ordinance or administrative rule from access by the general public as public information. Non-Public University Data includes, but is not limited to, Personal University Data.

   C. Personal University Data - University Data alone or in combination with other data that includes information relating to an individual that identifies the individual by name, identifying number, mark or description that can be readily associated with a particular individual and which is not a public record. Personal University Data includes but is not limited to the following personally identifiable information (PII): government-issued identification numbers (e.g., Social Security, driver's license, passport); financia account information, including account number, credit or debit card numbers;; or education records covered by the Family Educational Rights and Privacy Act (FERPA), as amended, 20 U.S.C. 1232g, records described at 20 U.S.C. 1232g(a)(4)(B)(iv).

   D. Service – The performance of the specifications and requirements described in the Agreement.

   E. Security Incident - The unauthorized access to the Contractor's network that the Contractor reasonably determines could result in the use, disclosure or theft of the University's Non-Public University Data within the possession or control of the Contractor. A Security Incident also includes a security breach to the Contractor's system which houses University's Non-Public University Data, regardless if Contractor is aware of unauthorized access to the University's Non-Public University Data. A Security Incident may or may not turn into a Data Breach.

   F. University Data - All information and data developed, documented, derived, stored, installed or furnished by the University under the Agreement, including all data related to records owned by the University.

2. **Data Access Controls:** Contractor will provide access to University Data only to those Contractor employees and subcontractors who need to access the University Data to fulfill Contractor's obligations under the Agreement.

3. **Operations Management:** Contractor shall maintain the administrative, physical, technical, and procedural infrastructure associated with the provision of the Service in a manner that is, at all times during the term of the Agreement, at a level equal to those specified in the Agreement.

4. **Data Ownership:** The University owns and retains full right and title, and unrestricted access to University Data. Contractor shall serve in the role of a processor or service provider (as defined by applicable data privacy laws) and shall not collect, access, or use University Data except as required to perform the services contemplated by the Agreement or expressly allowed by the terms of the Agreement, or at the University's written request.

5. **Service Failure or Damage:** In the event of Service failure or damage caused by Contractor or its Service, the Contractor agrees to use commercially reasonable best efforts to restore the Service within twenty-four (24) hours after failure or damage is sustained, unless otherwise specified in the Agreement, or agreed to in writing by the University.

6. **Title to Product:** If access to the Service requires an application program interface (API), Contractor shall provide a license to the University to use the API for the duration of the Agreement.

7. **Data Privacy:** The Contractor must comply with all applicable United States laws related to data privacy and security, specific to the type(s) of Data and as otherwise specified in the Agreement, which may include, but is not limited to the IRS Pub 1075, PCI, and FERPA.

8. **Student Educational Records:** Student education records are protected by the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA). If the agreement contains a scope of work or any provision that requires or permits Contractor to access or release any student records, then for purposes of this agreement only, University designates Contractor as a "school official" for the University under FERPA, as that term is used in FERPA and its implementing regulations. As such, Contractor will comply with FERPA and will not make any disclosure of University students' educational records to third parties without prior notice to, and consent from, University, or as otherwise permitted by law. In addition, any access or disclosures of student educational records made by Contractor or its employees or agents must

serve a legitimate educational purpose. If Contractor has knowledge that Contractor violates this section, Contractor will immediately provide notice of the violation to the University.

9. **Warranty**: In addition to any other requirements for warranties elsewhere in the Agreement, the Contractor warrants the following:

   A. The Contractor will not interfere with the University's access to and use of the licenses under the Agreement.

   B. The Service(s) provided by the Contractor are compatible with and will operate successfully with the environment specified in the Agreement.

   C. Contractor will use for the term of the Agreement current industry standard security measures to prevent from entry, detect within and remove from the Service malicious software.

10. **Data Protection: T**he Contractor shall safeguard the confidentiality, integrity and availability of University Data and comply with the following conditions:

   A. All Non-Public University Data shall be encrypted at rest and in transit with controlled access. Unless otherwise provided in the Agreement, the Contractor is responsible for encryption of the Non-Public University Data. All encryption shall be consistent with validated cryptography standards such as the current standards in FIPS 140-2, Security Requirements for Cryptographic Modules, or the then-current NIST recommendation.

   B. The University shall identify University Data it deems as Non-Public University Data to the Contractor. The level of protection and encryption for all Non-Public University Data shall be identified in the Agreement.

   C. At no time shall any University Data be copied, disclosed or retained by the Contractor or any party related to the Contractor for subsequent use in any transaction that does not include the University.

   D. The Contractor shall not use any University Data collected in connection with the Service Provided under the Agreement for any purpose other than fulfilling the Service.

   E. Data Location: The Contractor shall provide its Service to the University and its end users solely from data centers within the United States; and storage of University Data at rest shall be located solely in data centers within the United States. The Contractor shall not allow its personnel or subcontractors to store University Data on portable devices, except for devices that are used and kept only at its U.S. data centers. Each data center used by the Contractor to support the Agreement must be within a physical security perimeter to prevent unauthorized access, and physical entry controls must be in place so that only authorized personnel have access to University Data and University-written applications.

   F. The Contractor shall permit Contractor Staff to access University Data remotely only as required to provide the Service or technical support.

11. **Shared Security Responsibilities:** The Contractor and the University agree that security responsibilities are shared. The Contractor is responsible for providing a secure infrastructure. The University is responsible for the password security practices of its users, its operating system, firewalls and other logs captured within the operating system. If there are other shared responsibilities, they must be identified within the Agreement.

12. **Security Incident and Data Breach Responsibilities:** In the event of a Security Incident or Data Breach, the Contractor shall:

   A. Notify the University-designated contact(s) by telephone within seventy-two (72 hours), unless shorter time is required by applicable law, if the Contractor has confirmed that there is, or the Contractor reasonably believes that there has been, a Security Incident or Data Breach. The Contractor shall (1) immediately quarantine all University Data from external access, (2) investigate and resolve the Security Incident or Data Breach and keep University responsibly informed of such measures, (3) promptly implement remedial measures, if necessary, (4) (for a Data Breach) identify to the University, if the following is known by the Contractor, the persons affected, their identities, and the University Data disclosed, and (5) document responsive actions taken related to the Security Incident or Data Breach, including any post-incident review of events and actions taken to make changes in business practices in providing the Service, if necessary.

   B. Insurance. The Contractor shall secure and pay the premium or premiums of the following policies of insurance with respect to which minimum limits are fixed in the schedule set forth below. Each such policy shall be maintained in at least the limit fixed with respect thereto, and shall cover all of the Contractor's operations hereunder, and shall be effective throughout the term of this Agreement and any extension thereof. It is not the intent of this schedule to limit the types of insurance required herein.

   (a) Commercial General Liability

1.	Each Occurrence	$1,000,000
2.	Products/Completed Operations	$1,000,000
3.	Personal and Advertising Injury	$1,000,000
4.	General Aggregate	$2,000,000

   (b) Cyber Security Liability Insurance with limits not less than $2,000,000/occurrence annually. Coverage shall be sufficiently broad to respond to the duties and obligations in this Agreement and shall include, but not be limited to, network security and privacy, release of private information, information theft, damage to or destruction of electronic information, alteration of electronic information. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as monitoring expenses. The insurance shall provide for a retroactive date of placement prior to or coinciding with the effective date of this Agreement. Contractor will use commercially reasonable efforts to provide such Cyber Security Insurance but, due to limited availability in the market, Contractor may self-insure such risk instead, upon notice to the University of an inability

to obtain such coverage upon commercially reasonable terms.

(c) Workers' Compensation and Employer's Liability: As required under state law.

C. Incident Response: The Contractor may need to communicate with outside parties regarding a Security Incident or Data Breach, which may include contacting law enforcement, fielding media inquiries and seeking external expertise. Contractor shall discuss Security Incidents with the University on an urgent as needed basis, as part of Contractor's communication and mitigation processes as mutually agreed upon between the University and the Contractor in writing, defined by law or as delineated in the Agreement.

13. **Notification of Legal Requests:** The Contractor shall contact the University upon receipt of any subpoena, legal request, electronic discovery, litigation hold, discovery search and expert testimonies related to University Data under the Agreement, or which in any way might reasonably require access to University Data.

14. **Background Checks and Security Awareness:** Upon the request of the University, the Contractor shall obtain criminal background checks for Contractor Staff that the Contractor intends to allow access to University Data. The Contractor shall promote and maintain an awareness of the importance of securing the University's information among the Contractor's employees and agents.

15. **Data Center Audit:** The Contractor shall have an independent audit of its data centers at least annually at its expense, or utilize a third-party data center which undergoes such an audit. Upon written request from the University, Contractor shall provide a Service Organization Control (SOC) 2 audit report, or, the University may, in its sole discretion, approve another audit type upon Contractor request.

16. **Change Control and Advance Notice:** Contractor must provide updates to the University at no additional cost when Contractor makes updates to the Service generally available to its users. No update or other change to the Service may intentionally decrease or otherwise negatively impact the Service's functionality or adversely affect the University's use of or access to the Service. If an update inadvertently negatively impacts the University, Contractor will use commercially reasonable best efforts to remedy the issue.

17. **Responsibilities and Uptime Guarantee:** The Service shall be scheduled to be available twenty-four (24) hours per day, seven (7) days per week and three hundred sixty-five (365) days per year (excepting reasonable downtime for maintenance) with 99% uptime.

18. **Transition, Transfer Assistance Termination or Suspension:**

A. The University shall have the right to require Contractor to export all or portions of University Data at its discretion from the Contractor's system to the University System at any time during the term of the Agreement, upon reasonable prior written notice. This includes the ability for the University to direct Contractor to export University Data to other entities. In such event, Contractor shall make all reasonable business efforts to transmit the University Data as requested. However, Contractor does not warrant or guarantee the ability of recipient's system to be able to access the exported data with the recipient's systems.

B. The Contractor shall reasonably cooperate with any University authorized entity for the transfer of University Data to the University upon termination or expiration of the Agreement. The Contractor must transfer University Data or allow the University to extract University Data, at no additional cost to the University in a .csv format, and the University Data must be unencrypted.

C. The return of University Data shall occur no later than sixty (60) calendar days after termination or expiration of the Contact; or within another timeframe as agreed to in writing by the parties. Contractor shall facilitate the University's extraction of University Data by providing the University with all necessary access and tools for extraction, at no additional cost to the University.

D. In the event of termination or expiration of the Agreement, the Contractor shall not take any action to intentionally erase University Data for a period of sixty (60) calendar days after the effective date of termination or expiration. After such period, the Contractor shall have no obligation to maintain or provide any University Data and shall thereafter, unless legally prohibited, delete all University Data within its systems or otherwise in its possession or under its control, unless otherwise instructed by the University or as required to be retained by court order or by Applicable Law. University Data shall be permanently deleted and shall not be recoverable in accordance with National Institute of Standards and Technology (NIST)- approved methods. Certificates of destruction shall be provided to the University upon request, to be available no later than ninety (90) calendar days after termination or expiration of the Agreement.

E. The Contractor must maintain the confidentiality and security of University Data during any transition or transfer and thereafter for as long as the Contractor possesses University Data.

19. **Access to Security Logs and Reports:** Upon written request, unless specified otherwise in the Agreement, the Contractor shall provide the University with latency statistics, system performance statistics, user access logs, user access IP address, user access history, security logs and event logs for all University Data.

BOISE STATE UNIVERSITY

SUBJECT

General Awareness and Recruitment Marketing Campaign

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a
Idaho Code § 67-9225

BACKGROUND/DISCUSSION

Last fall, the university issued a request for proposals (RFP) to produce a long-term brand awareness and recruitment marketing campaign. The goals of the campaign are to inform Idahoans of the value proposition of higher education to impact the go-on rate, to recruit prospective students, and to build affinity for higher education and the university. Twelve agencies submitted bids and following a thorough evaluation process, Simpson Scarborough was selected because of their significant higher ed experience, data-driven, strategic approach, and quality of creative deliverables. This will be the first dedicated enterprise-level branding and marketing campaign for Boise State. University departments will have an opportunity to retain Simpson Scarborough for specific campaigns, initiatives or programs with the goal of creating consistency in marketing and advertising across the institution.

Boise State is requesting approval to award the RFP on the terms and conditions stated in the RFP, together with Simpson Scarborough's proposal. A redacted proposal is provided, as the Proposer has asserted certain trade secrets protected by law from public disclosure. The RFP is for one year of services with an estimated budget of $600,000 for the first year. The RFP may be extended for additional one-year periods at the university's option, which would provide for an estimated budget of $2.4 million over the entire four years. It is anticipated future campaigns may also utilize these services for additional campaigns, as appropriate. Approval of this proposal will ensure that Boise State University can recruit prospective students and maintain a continuous presence in the marketplace. Upon approval, Boise State will issue a Purchase Order and formal award to Simpson Scarborough.

IMPACT

The annual estimated budget provided for the first year of the campaign is $600,000. Assuming all renewal options are exercised, the university anticipates expenditures of approximately $2.4 million over the entire four-year period, with additional expenditures possible if future campaigns elect to utilize the services procured under this RFP. A majority of this fee will go directly to paid media placements. The source of funds is local.

ATTACHMENTS

Attachment 1 – Request for Proposal RFP #KK22-119
Attachment 2 – Redacted Simpson Scarborough Proposal

STAFF COMMENTS AND RECOMMENDATIONS

In 2021, Idaho State University, on behalf of the four-year institutions received approval to enter into an agreement with Mitchell + Palmer, a Boise-based advertising agency, to create and implement a statewide higher education campaign. The primary deliverable of the campaign was the implementation of a statewide outreach strategy focused on marketing Idaho's four-year institutions to raise awareness about the value of higher education. It is a State Board of Education-branded marketing campaign driven by the Presidents Leadership Council that amplifies higher education before and during the legislative session.

This request is for a Boise State-specific campaign promoting the goals and objectives in Boise State's strategic plan through marketing and paid media. Each institution has its own marketing plans in addition to the systemwide effort.

BOARD ACTION

I move to approve the request by Boise State University to award its RFP for its marketing campaign to Simpson Scarborough for an amount not to exceed $2.4 million

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

REQUEST FOR PROPOSAL

RFP #KK22-119

General Awareness and Recruitment Marketing Campaign

Issue Date: Oct 8, 2021

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1. Administrative & Background Information

1.1 RFP Administrative Information

RFP Title:	RFP #KK22-119, General Awareness and Recruitment Marketing Campaign
RFP Lead contact information:	Kristen King 1910 University Dr, MS-1210 Boise, ID 83725-1210 kristenking@boisestate.edu Phone: (208) 426-1802
Submit emailed Proposal: Attachment limitations are up to 25 MB. If you have more than one attachment, they can't add up to more than 25 MB. If your file is greater than 25 MB, Gmail automatically adds a Google Drive link in the email instead of including it as an attachment.	solicitation@boisestate.edu Note: If you need to send multiple emails due to size of attachments, please include numbering in the subject. i.e., 1 of 5, while also numbering each attachment.
University Purchasing Dept. website (all RFP information and updates will be posted here):	**https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/**
Optional Pre-Proposal Conference:	October 18, 2021, 1:00 pm – 2:00 pm Mountain Time
Location:	Zoom meeting (Details will be provided upon RSVP)
Deadline to Receive Questions:	October 22, 2021, 5pm Mountain Time
Anticipated Release of Answers to Questions:	On or around October 27, 2021 **https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/**
RFP Closing Date:	~~November 8, 2021 at 5pm Mountain Time~~ - Late responses will not be accepted. **November 15, 2021 at 11:59 pm MST**
RFP Opening Date:	10:30 a.m. Mountain Time in the Purchasing Department on the first work day following the Closing Date.
Live Zoom Presentations:	To be scheduled at a later date for Offerors from whom a presentation is requested.

Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Initial Term of Contract and Renewals:	Initial term of the Contract will be for: One year with the option for 3 one-year renewals, contingent on Idaho State Board of Education approval.

1.2 Boise State University Overview

Boise State University ("University"), a public, higher-educational institution, is the largest university in Idaho with 24,103 students. The University offers studies in nearly 200 fields of interest. Undergraduate, graduate, doctoral and technical programs are available in seven colleges: Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and School of Public Service. More information is available at the Boise State News link found in **Appendix A**.

1.3 Scope of Purchase and Executive Summary

1.3.1 Boise State University is soliciting proposals from qualified suppliers to create and implement a comprehensive suite of marketing deliverables to influence brand affinity and to amplify brand awareness. A successful proposal will share examples of previous work that shows a comprehensive approach for aligning an original marketing concept with an existing higher education brand.

1.3.2 Boise State's emerging brand platform is anchored by the tagline: "Boldly Blue. Proudly Innovating. This is Blue Turf Thinking." The platform is designed to amplify Boise State's innovation strengths and creativity across all audiences and all constituent groups. The platform provides a lens through which audiences can see Boise State's momentum as a university and how the trajectory aligns with a story of innovation and doing things as they've never been done before. "Blue Turf Thinking" is a mindset unique to the Boise State experience.

1.3.3 We are looking for a creative partner to work in close collaboration with the Office of Communications and Marketing (OCM) to create a new institutional spot, content for digital advertising, out-of-home marketing, media buying and the further development of "This is Blue Turf Thinking" as a brand platform. Successful deliverables will seamlessly match Boise State's defined brand guidelines and identity standards and bring a new concept for amplifying the brand platform.

1.3.4 The proposal should include portfolio examples of previous creative work from concept to delivery. Examples should display strong storytelling capabilities, high video production values and brand-aligned digital assets. Did the work influence affinity toward a brand? Share with us how the work achieved results and a solid return on investment. We are seeking a trusted agency partner who values the power of storytelling, creativity and innovation and can deliver best-in-class customer service. Experience within higher education is strongly preferred.

1.3.5 The proposed contract for services is for one year and a budget of $600,000. The $600,000 is to cover all costs for creative development, ad placement and media buys. After the initial one-year agreement, Boise State may ask to extend the services for an additional year upon mutual agreement.

1.4 Scope of Work & Project Deliverables - Describe the structure and approach for delivery and management of the following:

1.4.1 **VIDEO** One :30 spot and 5 additional format videos using the same content. The budget should include music licensing, all aspects of the video production, technical support, producing, scripting and voice talent (if needed). Boise State will provide on-camera talent.

1.4.2 **DIGITAL ASSETS** Development of Google ads, display ads, social media assets, etc. in support of the campaign.

1.4.3 **OUT-OF-HOME** Billboard placements in Idaho and/or key regions for enrollment.

1.4.4 **MEDIA BUYING** Best-in-class media mix based on specific audience segments. OTT advertising on Sling, Roku, YouTube, Google ads, display ads, etc. Ongoing for a one-year period, but with an emphasis on fall and spring to help drive enrollment and brand recognition at key times during the academic cycle.

1.4.5 **BRAND PLATFORM DEVELOPMENT** Work with the Office of Communications and Marketing to build and further define the brand platform. The deliverable could include a campaign guidelines book with assets that OCM can share on a brand guidelines website.

2. Process Requirements

2.1 An optional pre-proposal conference will be held at the location and time as indicated in Section 1.1 of this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate by attending a zoom meeting. In order to receive meeting details, those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants. This conference will be used to explain, clarify, or identify areas of concern in the RFP. Any oral answers given by the University during the pre-proposal conference are unofficial, and will not be binding on the University.

2.2 **Questions:** Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated "Deadline to Receive Questions" period as indicated in Section 1.1 of this RFP. For simplicity's sake, Offerors are strongly encouraged to submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial.

2.3 All questions must be submitted to the RFP Lead by the date and time noted in Section 1.1. Questions must be submitted using Attachment 2, "Offeror Questions," via email to the RFP Lead at the email address listed in Section 1.1 for the RFP Lead. Official answers to all questions will be posted on the University Purchasing Dept's website (link found on Appendix C) as an amendment as indicated in Section 1.1, of this RFP.

2.4 Questions regarding Boise State University Standard Contract Terms and Conditions, and Boise State University "Solicitation Instructions to Vendors" (link found on Appendix A) as may be amended from time to time, and incorporated in this RFP by reference (collectively, the Terms and Conditions") must be submitted by the deadline to receive questions from the Offeror as stated in Section 1.1. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

2.4.1 The term or condition in question;

2.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);

2.4.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and

2.4.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.

2.5 All terms should be reviewed carefully by each prospective Offeror as the successful

Offeror is expected to comply with those terms and conditions, as may be amended in accordance with Sections 2.4 and 3.13 hereof.

2.6 The apparent successful Offeror will be asked to engage in discussions to finalize the agreement. Such discussions will include discussion of the legal terms and conditions, including any additional agreements submitted by the Offeror as required by Section 3.12 and any proposed modifications to the Terms and Conditions, submitted in accordance with Section 2.4 during the question and answer period. Should the apparent successful Offeror and the University fail to reach an agreement within a reasonable timeframe, the University may elect to end the discussion with the top scoring Offeror and begin a discussion with the Offeror whose response ranked second. Upon successful completion of the discussions, the winning Offeror will be required to execute a contract with the University, and immediately begin preparations to undertake its requirements.

2.7 In response to questions regarding the Terms and Conditions, the University will, in its sole discretion (i) accept the proposed modification or a proposed alternative as an amendment to the RFP, or (ii) reserve the question to be negotiated in accordance with Section 2.6 hereof.

2.8 Proposals received that qualify the offer based upon the University accepting other terms and conditions not found in the RFP or which take exception to the University's terms and conditions will be found non-responsive, and no further consideration of the Proposal will be given.

2.9 Any Offeror-proposed modifications will be incorporated into the Contract only if specifically accepted by University in an amendment to the RFP or otherwise as expressly accepted in writing by the University.

2.10 From the date of release of this RFP until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead, only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under Contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

2.11 Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal, or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.

2.12 Discussions with Individual Offerors (including the Utilization of one or more rounds of

Best and Final Offers (BAFO) and/or Negotiations) may be conducted.

2.13 No verbal Proposals or verbal modifications will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and hand-written or University approved electronic signature of the Offeror or its authorized representative.

2.14 All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for Contract rejection or Contract amendment by an Offeror.

2.15 All Proposal concepts and material submitted becomes the property of the University and will not be returned to Offeror unless the Solicitation is canceled by the University (State Code § 67-9215). Award or rejection of a Proposal does not affect this right. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a Contract award, except for information specifically labeled on each separate page as a "Trade Secret" under the Idaho Public Records Act, Section Title 74, Chapter 1, Idaho Code ("the Act"). Alternatively, information may be specifically labeled "exempt" from public records under another exemption found in the Act. Information specifically labeled as Trade Secret or otherwise exempt may be protected from disclosure, but only to the extent consistent with the Act or otherwise applicable federal or state law or regulation. Accordingly, the University cannot guarantee its confidentiality.

2.16 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Purchasing Appeals Process, and must be filed in accordance with that process, which link can be found on **Appendix A**.

2.17 Proposal opening will be held at the location and time as indicated in **Section 1.1** of this RFP. All Offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening only the names of the Offerors will be provided.

3. Submission Requirements

3.1 **(M)** In order to be considered for award, the Proposal must be delivered to the location and attention of the RFP Lead specified in **Section 1.1** of the RFP, no later than the date and time specified in **Section 1.1**. No late Proposals will be accepted. A Proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted.

3.2 The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL - RFP KK22-119 - General Awareness and Recruitment Marketing Campaign".

3.3 All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.

3.4 **(M)** Signature Page - Submit one Signature Page, Attachment 5. The University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.

3.5 Include in the Business and Scope of Work Proposal a Table of Contents; adequately identify the contents of each section, including page numbers of major subsections. The Table of Contents is not evaluated, and is for reference purposes only.

3.6 Include in the Business and Scope of Work Proposal an Executive Summary, which provides a condensed overview of the contents of the Business and Scope of Work Proposal submitted by the Offeror, which shows an understanding of the services to be performed. The Executive Summary is not evaluated, and is for summary purposes only.

3.7 See Submission Checklist, Appendix **D.**

3.8 **(M)** Cover Letter – The Business and Scope of Work Proposal must include a cover letter on the Offeror's official letterhead, the Offeror's name, mailing address, telephone number, facsimile number, and name of Offeror's authorized agent including an email address. The cover letter must identify the RFP Title, RFP number and all materials and enclosures being forwarded collectively as the response to this RFP. The cover letter must be hand-signed, in ink, by an individual authorized to commit the Offeror to the work proposed.

In addition, the cover letter must include:

3.8.1 Identification of the Offeror's corporate or other legal entity. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.

3.8.2 A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, as may be amended.

3.8.3 A statement of the Offeror's compliance with affirmative action and equal employment regulations.

3.8.4 A statement that the Proposal was arrived at independently by the Offeror without collusion, consultation, communication, or agreement with any other Offeror as to any matter concerning pricing.

3.8.5 A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly

employed as its marketing agent, to solicit or secure this Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of this Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the University has the right to annul the Contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.

3.8.6 A statement naming the firms and/or staff responsible for writing the Proposal.

3.8.7 A statement that Offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. See SAM Check link in **Appendix A**.

3.8.8 A statement affirming the Proposal will be firm and binding for the term of Validity of Proposal, as stated in **Section 1.1**.

3.9 **(M)** Offeror must submit with its response all documents and/or agreements that the Offeror proposes to have incorporated into any resulting Contract including any proposed modifications to the Terms and Conditions reserved for further negotiation, in accordance with Section 3. If Offeror expressly conditions its Proposal upon the University's acceptance of its additional documents and/or proposed agreements or modifications to the Terms and Conditions, its Proposal may be deemed non-responsive. The terms of such additional documents and proposed agreement and modifications to the Terms and Conditions the University reserved for negotiation may be considered in accordance with Section 3 of this RFP, but no additional or modified terms shall be binding on the University until expressly accepted in writing by the University.

Alternately, if the offeror has no additional documents or proposed agreements they wish to submit for consideration, please note that in response to this specification.

The University will not accept any documents and/or proposed agreements submitted after the Solicitation closing date. The University will not accept any additional proposed modifications to the Terms and Conditions or terms that conflict with the Terms and Conditions **other than questions submitted in accordance with Section 2**. If Offeror attempts to submit additional documents and/or proposed agreements after the Solicitation closing date, and conditions its Proposal upon the University's acceptance of those additional documents and/or proposed agreements, its Proposal may be deemed non-responsive and given no further consideration.

The University will not accept terms that allow Offeror to make unilateral

amendments to any resulting Contract or terms that require the University to indemnify another party.

3.10 **(M) RFP Amendment** - If the RFP is amended, including through the question-and-answer process, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. See the Boise State University Purchasing website link found in Appendix A "Bidding Opportunities'' for any amendments and the required amendment confirmation document.

3.11 **Public Records** - The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.

3.12 **Redacted Information** - If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out. The University will provide this redacted Proposal to requestors under the Public Records Law, if requested. Submitting Offerors must also:

3.12.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "exempt" (it is not sufficient to simply mark the entire page). The specific information you deem "exempt" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as "exempt."

3.12.2 List of Redacted Exempt Information - Provide a separate document with your Proposal entitled "List of Redacted Exempt Information," which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.

3.12.3 Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror's failure to designate individual documents as exempt. The Offeror's failure to designate as exempt

any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

3.13 **No Redacted Information** - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.

3.14 **(M)** The Contractor and its sub-contractors are required to carry the types and limits of insurance referenced below. Contractor is required to provide the University with a Certificate of Insurance prior to Contract signing.

3.14.1 Commercial General, Professional, Automobile, Workers' Comp Insurance Found on the Boise State University Office of Risk Management & Insurance web page link found in **Appendix A**.

3.15 Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Information is available in Appendix C.

3.16 Responsibility - At the sole discretion of the University, the ITB Lead may conduct a review to determine if the apparent high point Bidder is responsible. As part of the responsibility review, the ITB Lead may require the apparent high point Bidder to provide financial reports to the satisfaction of the University, and may also seek references to the satisfaction of the University. Nothing herein shall prevent the University from using other means to determine Bidder's responsibility.

4. Proposal Format

4.1 These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if the following format is not followed.

4.1.1 Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and Sections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or Section, followed by your response.

4.1.2 Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section or Section from the Offeror's response.

4.1.3 Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major Sections.

4.2 Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any Offeror an advantage not otherwise available to all Offerors.

4.3 Sections of the format may be listed with an evaluated requirement.

4.4 Evaluation Code - The codes and their meanings are as follows:

(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement may, at the sole discretion of the University, render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror **is required** to respond to each mandatory specification with a statement outlining its understanding and how it will comply.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service. Failure to respond will result in zero (no) points awarded for this item.

(ME) Mandatory and Evaluated Specification - failure to comply/respond may render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.

NOTE: If any requirement listed as (M) (E) or (ME) exists in your proposed system, but is accomplished in a manner other than described in that section, Offeror MUST identify the variation and provide a complete detailed explanation of the variation. Acceptance of a variance in method to accomplish mandatory requirements is at the sole discretion of Boise State University and the evaluation committee

4.5 Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Link is found in **Appendix A** under "SAM Check."

5. Contract Terms

The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP and any negotiated changes to the same together

comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO that ties these documents together.

5.1 Boise State University "Standard Contract Terms (link found in **Appendix A**) and Conditions" and Boise State University "Solicitation Instructions to Vendors" (link found in **Appendix A)** *are incorporated by reference into and shall apply to this Solicitation and any C*ontract resulting from this Solicitation. The State of Idaho's "Special Terms and Conditions for Customized Software and Related Services" (link found in **Appendix A)** may also apply, if customized software is proposed. Offerors are encouraged to review these documents at the specified websites.

5.2 Affiliated Institution - Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.

5.3 The Contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those terms and conditions.

5.4 Where Offeror agreements and assumptions, specified in the Offeror's response, differ from the Terms and Conditions, or the terms and conditions of this Solicitation, the Terms and Conditions and the terms and conditions of this Solicitation shall apply and supersede, unless such different terms are expressly agreed to by the University in writing. Where Offeror agreements and assumptions supplement the Terms and Conditions and Related Services (if specifically identified as applicable to this Solicitation), or the terms of this Solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the University in writing. Where unsolicited supplemental documents, including unsolicited pricing sheets/cost proposals? are submitted, the University reserves the right to deem the Proposal non-responsive if the supplemental documents conflict with the specifications of this Solicitation. Supplemental documents shall be considered as reference materials only, and nothing contained within a supplemental document shall be deemed as accepted by the University, unless accepted by the University in writing. Offerors are cautioned against the use of supplemental documents. Conflicting supplemental documents may lead to the response being deemed non-responsive, and no consideration of the response given. It is recommended that Offerors review Boise State University's Solicitation Instructions to Vendors, Clause 18, link found in Appendix A. To the extent the terms of such agreements, once accepted by the University, conflict with Boise State University Standard Terms and Conditions or other terms and conditions of this RFP, any conflict or inconsistency shall be resolved in accordance with **Clause 38** of Boise State University Standard Terms and Conditions.

5.5 Finalization of the Contract documents may require additional time for review from the Office of Information Technology, Office of General Counsel, and State Board of

Education. Additionally, the Office of General Counsel may review and negotiate agreements, prior to the finalization of a contract.

5.6 The Contract is not effective until Purchasing has issued a Purchase Order specifying a commencement date (the "Effective Date"), and that date has arrived or passed. The Contractor will not provide or render services to the University under this Contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or services rendered prior to the Effective Date.

5.7 Prior to the release of the Contract, University and the apparent successful Offeror will clarify expectations and develop a Project Management Plan (including a payment plan and milestones and/or deliverables) for the services provided.

5.7.1 The Project Management Plan shall include a project schedule/timeline. Please include a rough timeline considering that Boise State would like to launch a few assets in late spring.

5.7.2 The Project Management Plan shall include a description for each task and a designation of whether Boise State or the Offeror is responsible for the task.

5.7.3 Upon a mutually agreed upon Project Management Plan, an award will be made, a Contract put in place, and implementation of the System can begin.

5.7.4 Once the Contract is in place, all modifications to the Project Management Plan must be reviewed and approved by the University in writing.

5.8 **(ME) Qualifications**: Describe your qualifications for successfully completing the requirements of the RFP. To demonstrate your respective qualifications, the following are required:

5.8.1 **(ME)** Staffing Plan - Offerors should provide a detailed staffing plan with a chart showing all technical and functional roles that will be provided by the respondent to carry out the work of the ensuing contract. Offerors should also provide a plan of technical and functional roles and an estimate of total hours that need to be provided by Boise State. Offerors should explain how the workflow will occur using the staffing plan based on the requirements of this RFP.

5.8.2 **(ME)** Escalation Plan - Offeror must provide an Escalation Plan describing the response time and escalation procedure. The Escalation Plan must provide the name(s) of the personnel who will handle the escalation process for the resulting Contract. Upon award, the University may require an Escalation plan including name, title/position, contact phone, and email.

5.8.3 **(ME)** Project Management Plan - Provide a Project Schedule that includes criteria listed in Section 5.9, Project Management Plan, above. Ability to

deliver and complete installation as requested will likely be a component of the award.

5.9 End of Strategic Life/Termination of Contract Processes - Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in **Appendix A**. Upon expiration or termination of the Contract, the obligations of the parties to each other shall come to an end, except those provisions which are intended to survive and continue, which shall include, but shall not be limited to, provisions relating to confidentiality, indemnification, and insurance requirements contained in the Contract.

5.10 Notwithstanding termination, the restrictions on disclosure and use of Confidential Information arising under the Contract shall continue to be effective after the date of termination.

5.11 Upon any termination of the Contract, Contractor shall return to the University all copies of the Confidential Information or other materials incorporating Confidential Information in the possession of Contractor or its employees. Contractor agrees to:

5.11.1 Return all property in any form belonging to the University.

5.11.2 Return all confidential information that may have been received from the University. Provide the ability for University to electronically retrieve data and documents from Contractor's system, as this data is owned by University.

5.11.3 Return all data that is the property of the University in a reasonable format specified by the University. Deliver to Boise State, within *Spell out number of year*s (#) weeks, all data and documents from Contractor's system that pertains to Boise State.

5.11.4 The University will verify receipt of that data.

6. Business Information

6.1 (ME) Experience

Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include business history, examples of ad campaigns, customer base and financial snapshot. Specifically, include experience with other higher education institutions within the last five (5) years.

6.2 (ME) References

Provide at least three (3) customer references that you have engaged in similar contracts for marketing and advertising in a similar capacity as the University intends

to do.

7. Proposal Review and Evaluation

The objective of the University in soliciting and evaluating proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.

7.1 PROPOSAL DELIVERABLES

7.1.1 A proposal for the best use of advertising placements and marketing installations for broad audiences to help drive enrollment, engagement and brand affinity, to include production of a new institutional spot.

7.1.2 Portfolio samples showing a comprehensive approach to a campaign from concept to delivery.

7.1.3 Examples of the analytics and an assessment of the brand affinity established from the same portfolio examples.

7.1.4 Respond to the question: What would be your recommended production approach for amplifying the brand platform This is Blue Turf Thinking? For example, will it have a sense of a documentary, will it be short flashy shots, will it feature one person or many people?

7.2 The proposal will be evaluated first as either "pass" or "fail," based on compliance with Mandatory (M) and Mandatory/Evaluated (ME) requirements. All Proposals that meet the Mandatory and Mandatory/Evaluated requirements will continue in the evaluation process. Proposals not meeting the Mandatory and Mandatory/Evaluated requirements may be found non-responsive.

7.3 The University will establish an evaluation team, that may consult with subject matter experts to review and advise on any portion of the response, to evaluate responses. Upon opening the responses, the Boise State University Purchasing Department will inspect the proposal for responsiveness. Under the facilitation of the Purchasing Department, the evaluation team will score the responsive proposals.

The University may request an online (zoom) portfolio review and live proposal from the top scoring Offerors. If these meetings are requested, the University may submit proposal scenarios to Offerors.

The team will discuss and finalize their scoring with the Purchasing Department. Prior to award, the apparent successful Offeror's response may be forwarded to a representative(s) of the Office of Information Technology and/or General Counsel to confirm that the System will work within the University's infrastructure and policies.

7.4 The criteria described in the Evaluation Criteria section will be used to evaluate and score the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror's understanding of the RFP, quality of product/service, and the description of how the activities will be performed.

The scores for the Business and Scope of Work Proposal (see Section 7 and APPENDIX A), will be normalized as a whole, or by category, at Boise State University's sole discretion. Except cost, the proposal with the highest raw score will receive all available points in total or by category total. Other proposals will be assigned a portion of the maximum available points, using the formula:

Total points per section with a percent calculation by area as referenced in section 7.12.

7.5 The Cost evaluation will be based on the sum of the "Total Project Cost" normalized to the lowest cost. The scores for the Cost Proposal will be normalized as follows: The proposal with the lowest overall total cost proposed will receive all the cost points as assigned in the Evaluation Criteria below. Other proposals will be assigned a portion of the maximum score using the formula: Lowest Cost / other proposal cost x total possible cost points.

7.6 The budget for this project will be $600,000 and cost will be evaluated based on the mix of media proposed and value for the money spent.

7.7 Live proposals, if required, will be conducted before the Notice of Intent to Award is issued. Live proposals will be held via web conference, set up by the Offeror and provided at no cost to the University. It is possible that an Offeror will have only a couple of days of notice that they have been selected, so it is suggested that the Offeror have the ability to quickly set up a web conference and be prepared to exhibit their product.

The live proposal becomes an official part of the response. At its discretion, the University will choose either "Evaluated" or "Pass/Fail" Live proposals, as detailed below.

7.7.1 **(E)** Evaluated Live proposals - At the discretion of the University, some of the highest-scoring Offerors may be contacted to give a live proposal and portfolio review and respond to questions. Evaluation of the Live proposals may result in adjustment of points awarded in the Business and Scope of Work Proposal, as the evaluation committee deems appropriate.

7.7.2 **(E)** Pass/Fail Live proposals - Alternatively, the University reserves the right to require a live proposal/portfolio review of only the top-scoring Offeror. If this

option is chosen, the evaluation is strictly Pass/Fail for the apparent successful Offeror. If the apparent successful Offeror fails, then the next highest-scoring Offeror will be considered the apparent successful Offeror and the live proposal/portfolio review process may be repeated.

7.8 For those Proposals meeting mandatory requirements and making it to the live proposals, the total evaluation points will be summed with the cost points and bonus points, and the Proposals will be ranked by final total score.

7.9 Award will be made to the responsive, responsible Offeror whose Proposal receives the highest number of points

7.10 Offeror will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

7.11 Evaluation Criteria

Mandatory (M, ME) Submission Requirements Met	Pass/Fail
Experience, Qualifications & Company Structure (Section 6)	30%
Scope of Work & Proposal including Project Management Plan	30%
Proposal of Deliverables as outlined in section 7	30%
Cost Proposal (Attachment 3)	10%

Optional items (if scored):
Live Proposals and Portfolio Review – To be evaluated and scored at the discretion of the University. See section 7.8.

APPENDIX A
Additional Special Terms and Conditions for This Solicitation

1. Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only. No use may be made of University Marks in any document which implies any association with or endorsement of the services of the Offeror or any other third party.

2. The University shall own and retain all rights to information, techniques, processes and data developed, documented, derived, stored, installed or furnished by the University under the Contract.

3. The Contractor must comply with all federal, state and local laws and regulations, statutes and codes, including federal, state and local laws and regulations governing the privacy and protection of educational records, including but not limited to the Family Education Rights and Privacy Act (FERPA).

4. The Contractor shall comply at all times with appropriate data security of information, as applicable, as defined by the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

5. The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders link found on Appendix A. Contractor further warrants that at all times for the term of the Contract; Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards link found on Appendix A.

6. If there is theft or misappropriation of the University's confidential information which is due to the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with applicable provisions of **FERPA, GDPR, HIPPA** or corresponding regulations, Offeror shall provide the University written notice of theft or misappropriation within 24 hours of when theft or misappropriation becomes known to Offeror. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition, the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation. Boise State will have six (6) months from the date of receipt of written Notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from

terminating the Contract.

7. Unless otherwise allowed by the University in this Contract, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Contract or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Contract. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Contract by Contractor's sub-contractor or its sub-contractor.

8. Any website MUST be designed so that it is accessible to all users. Refer to Boise State University Policy #8140 Information Technology Accessibility. The website must comply with this policy. https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

9. Contractor certifies that it is not currently engaged in, and will not for the duration of the Agreement, as amended from time to time, engage in, a boycott of goods or services from Israel or territories under its control.

APPENDIX B
Helpful Links

1. **Accessibility**
   https://www.boisestate.edu/policy/information-technology/policy-title-information-technology-accessibility/

2. **Active Executive Orders**
   http://gov.idaho.gov/mediacenter/execorders/

3. **Amendments**
   https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php

4. **Americans with Disabilities Act of 1990**
   https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/
   https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/
   https://policy.boisestate.edu/governance-legal/equal-opportunity-statement/
   https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

5. **Appeals Process**
   https://d25vtythmttl3o.cloudfront.net/uploads/sites/726/2020/12/Procurement_Appeals_Process.pdf

6. **Boise State News**
   https://www.boisestate.edu/about/facts/

7. **Executive Order 2009-10**
   http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html

8. **Financials NAICS/SIC Code**
   http://www.census.gov/cgi-bin/sssd/naics/naicsrch?chart=2007

9. **General Data Protection Regulation (GDPR)**
   https://compliance.boisestate.edu/welcome/eu-gdpr/

10. **HIPPA**
    https://healthservices.boisestate.edu/privacy/

11. **FERPA & corresponding regulations**
    https://registrar.boisestate.edu/general-information-and-policies/ferpa/
    https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/
    https://policy.boisestate.edu/student-affairs/code-of-conduct/
    https://policy.boisestate.edu/student-affairs/student-athletes-conduct/
    https://policy.boisestate.edu/student-affairs/student-privacy-and-release-information/
    https://policy.boisestate.edu/student-affairs/policy-title-student-e-mail-communications/
    https://policy.boisestate.edu/information-technology/information-technology-resource-use/

12. **Idaho Technology Standards**
    http://ita.idaho.gov/resources.html/

13. **Insurance Requirements**
    http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf

14. **Purchasing Department**
    https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php

15. **Rehabilitation Act of 1973**
    https://www.dol.gov/oasam/regs/statutes/sec504.htm
    https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/
    https://policy.boisestate.edu/student-affairs/equal-access-for-students-with-disabilities/
    https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

16. **SAM Check (General Service Administration (GSA))**
    https://www.sam.gov

17. **Solicitations**
    https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/

18. **Solicitation Instructions to Vendors**
    https://d25vtythmttl3o.cloudfront.net/uploads/sites/338/2019/11/Solicitation-Instructions-to-Vendors.pdf

19. **Standard Contract Terms and Conditions**
    https://d25vtythmttl3o.cloudfront.net/uploads/sites/338/2019/11/Boise-State-University_Standard-Terms.pdf

20. **System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs**
    https://www.sam.gov/portal/SAM/##11

21. **Verification of Lawful Presence in the United States to Receive a State Benefit (Contract)**
    https://purchasing.idaho.gov/pdf/terms/verificaton_process.pdf

APPENDIX C
SUBMISSIONS CHECKLIST

Response checklist reminder—this checklist is not intended as a complete list of requirements to response to this RFP, but merely as a reminder of some of the required items. Failure to submit any of the following items or late submission of any of the following items may result in disqualification of your Proposal. Mail your hard copy response to the buyer to be received by the closing time and date as specified in Section 1.1.

Section 2:

- ✓ Proposal received by due date stated in Section 1 or any subsequent amendment

Section 3:

- ✓ Signature Page (Attachment 1)
- ✓ Proposal
- ✓ Redacted version / Trade Secrets (or note there are none)
- ✓ Cover Letter
- ✓ Proposed modifications to Terms and Conditions
- ✓ Supplemental document or agreements
- ✓ Amendment Confirmation(s)

Section 5:

- ✓ Experience and Qualifications (limited to one page)
- ✓ References

Section 7:

- ✓ Scope of Work

Section 8:

- ✓ Cost Proposal (Attachment 3)

ATTACHMENT 1
Signature Page

THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. THIS SIGNATURE PAGE MAY NOT BE MODIFIED AND MUST BE SIGNED BY HAND. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE SPECIFICATIONS, TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE SOLICITATION.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS PROPOSAL FOR THE OFFEROR AND THE PROPOSAL IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A PROPOSAL FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR AN OFFEROR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE RESPONSE TO THIS RFP OR ANY OTHER FAILURE BY THE OFFEROR TO CONSIDER THE TERMS AND CONDITIONS IN THE RESPONSE TO THE RFP.

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SOLICITATION.

Failure to comply with these requirements may result in disqualification and your response being deemed non-responsive.

Please complete the following information:

OFFEROR (Company Name) _____

ADDRESS_____

CITY _____ STATE _____ ZIP CODE _____

TOLL-FREE #_____ PHONE #_____

EMAIL_____

FEDERAL TAX ID / SSN #_____

SIGNATURE PAGE MUST BE HAND-SIGNED OR SIGNED USING AN APPROVED UNIVERSITY METHOD & RETURNED FOR PROPOSAL TO BE CONSIDERED

_____ _____

Signature **Date**

_____ _____

Please type or print name: **Title:**

ATTACHMENT 2
Offeror Questions

DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions MUST be followed when submitting questions using the question format on the following page.

1. Questions must be received by the Deadline to Receive Questions noted in **Section 1.1** of the RFP or will be rejected and not considered.

2. **DO NOT CHANGE THE FORMAT OR FONT**. Do not bold your questions or change the color of the font.

3. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).

4. Do not enter text in column 5 (Response). This is for the University's use only.

5. Once completed, this form is to be emailed per the instructions in the RFP. The email subject line is to state the RFP number followed by "Questions."

ATTACHMENT 2
Offeror Questions continued

RFP KK22-119, General Awareness and Recruitment Marketing Campaign for Boise State University

Offeror Questions are due by 5:00 PM MT, per the date listed in Section 1.1 RFP Administrative Information.

Question	RFP Section	RFP Page	Question	Response
1				
2				
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RFP # KK22-119 - General Awareness and Recruitment Marketing Campaign

Attachment 2 - Questions & Answers

No.	RFP Section	RFP Page	Question	Response
1	1.1	3	We understand that details are to follow for the top-qualifiers, but will the presentations just be around agency proposals/case studies or are you expecting speculative creative work?	We'd like to see your previous work and if possible an example of a higher education project - show us the process from the idea phase to analytics and tell us how your work moved the needle. No need for creative comps, but share with us what your recommended approach would be for ampmlifying the mindset "Blue Turf Thinking."
2	1.1	3	Do we need to print and ship copies of our proposal? Or just submit via email?	Email, nothing needs to be mailed/shipped.
3	1.4	5	Are there existing advertising assets such as still photography and video footage available for RIESTER to use in the development of the campaign for Boise State? If so, what academic topics (the RFP mentions nearly 200 fields of study) are included in the existing image and video library?	We have a full suite of photo and video assets that would be available for our creative partner but we anticpate needing additional visuals to carry out this project - costs for production work should be factored in to a proposal. As for our fields of study, we will want to highlight those areas that specfically fall within our innovation strengths and meet the criteria for Blue Turf Thinking. Yes, we some visual assets for those areas, but additonal photo and video work is highly likely. Especially as we build a new institutional spot.
4	2.15	8	Please clarify your expectations around the “concepts” you expect to be shared as part of this proposal process.	The initial creative ideas that would anchor this project. We are interested in seeing your creative approach to this campaign. We fully recognize that those ideas will be developed much more fully for the choosen agency.
5	3.14		Do you just need a statement in our proposal confirming our insurance coverage and/or willingness to acquire that coverage upon becoming selected agency?	Yes, a statement acknowleging the requirement is sufficient
6	3.8	9	We work with a partner for media buying. They will be a sub to us. Do both IDs need to be included on the cover letter, or, because they are our sub, can we just include our information as primary?	Your information as a primary vendor is fine.
7	3.8	9-10	Regarding each required affirming statement, is it acceptable to provide a general statement of affirmation of all items; 3.8.1 through 3.8.8? Or are individual, separate statements needed?	A general statement that includes each of the items is fine. Separate statements are **not** needed.
8	5	13-16	It is unclear whether the items in this section are to be addressed within the proposal, or in the contracting process upon selection. Please advise.	You do not need to address this section. If there are any terms in our Standard Terms and Conditions that you take exception with, you must request an amendment ahead of time.
9	5.1	14	We would like to request an ammendment to Section 5 of the Standard Contract to allow for possible price adjustments upon contract renewal or extension if agreed upon by both parties.	Noted and reserved for negotiation.
10	6.1	16	What specifically is the University requesting when it refers to a "Financial Snapshot"?	Two credit references, annual revenue or report if available and your Fed Tax ID #.
11	7.3	17	Can you clarify what you mean by "proposal scenarios?"	If chosen, this will be your chance to shine by presenting a sample of how you see this campaign going. More details will follow.
12	7.6	18	When it says “evaluated on the mix of media proposed” is your expectation to receive a spec media plan?	We'd like to see where and how you envision the budget being spent for a media buy. We have ideas, but welcome yours too. Ballpark expectations for the investment within each platform are fine.
13	7.6	18	Are you looking for a media plan as part of our proposal submission?	Yes, but at this stage a ballpark outline for costs is fine. (See above.)
14	1.3.2	4	Can you share background into the process that spawned “Boldly Blue. Proudly Innovating. This is Blue Turf Thinking.”	We realize that not every marketing piece will meet the criteria to be tagged as an example of Blue Turf Thinking. So we've created a structured brand platform that allows us to amplify innovation and our creative mindset as Boldly Blue. Proudly Innovating. It who we are and what we do more broadly than the programs we highlight as a reflection of the Blue Turf Thinking mindset. The two elements are tied together, but not everything wears the wordmark: This is Blue Turf Thinking.
15	1.3.2	4	Were the current brand platform and tagline developed in-house, or with a partner?	In house.
16	1.3.2	4	If the brand was developed with a partner, when and with whom? Has that agency been invited to participate in this process?	The brand was developed in house.
17	1.3.2	4	Can you share a copy of your current brand guidelines and identity standards?	https://www.boisestate.edu/communicationsandmarketing/brand-standards/
18	1.3.2	4	Can you tell us more about the emerging platform? When and how was this platform developed— was it created by internal team or with an agency partner?	Created in house, first shared last January in peer-to-peer (University Presidents and Provosts) deliverables which were highly targeted. We are creating this as we go, there has not been an official "launch." Our President has been integral to this creative concept.
19	1.3.3	4	Can you share Boise State’s current brand guidelines & identity standards?	See above, question 17.
20	1.3.3	4	How will success be measured for this campaign’s awareness and recruitment goals?	Since this is a brand affinity campaign, there will be aspects of it that will be difficult to measure. But with the digital deliverables we anticipate assessing performance and engagement regularly and will be communicating with our admissions team to gauge the impact on recruiting efforts - though admissions deliverables are not tied directly to the media buying in this RFP.
21	1.3.3	4	How have these activities been accomplished in the past? What’s working well? What’s not?	The brand platfrom is new and emerging.
22	1.3.3	4	Is there a need to create a new campaign concept? Or is this more about evolving and/or activating the existing brand platform?	We have developed some concepts, but are looking for a creative partner to help us build out the brand platform, we recognize that our early concepts may be adjusted based on your counsel.
23	1.3.3	4	What marketing personnel and resources are available to collaborate with through Boise State’s in-house Office of Communications and Marketing?	Our marketing and creative leads will be working closely with your team, our current suite of photos and videos will be available to you.

RFP # KK22-119 - General Awareness and Recruitment Marketing Campaign

Attachment 2 - Questions & Answers

No.	RFP Section	RFP Page	Question	Response
24	1.3.5	5	Is the $600K budget based on historical spends?	No. This is new funding that has been added to our permanant budget.
25	1.3.5	5	Do you have a preferred split for agency fees, production and media spend?	We do not have a preferred split. We just have an overall budget.
26	1.3.5	5	Can you clarify how the budget breaks down across creative development, ad placement, and media buys? Historical media buys would be helpful here too, if available. Does this budget include travel expenses?	This is the all-in budget.
27	1.3.5	5	Do you have thoughts about how the $600,000 budget should be allocated? Is there a certain media budget you are expecting?	We anticipate more of the budget during the first year going towards creative development with media budget ramping up in future fiscal years.
28	1.4.1	5	Boise State will provide on-camera talent – is this simply in reference to having access to students, faculty, etc to feature in the spot?	Yes. We do not use models or actors.
29	1.4.1	5	How will the video assets be used? Do you have formats/lengths in mind for the additional 5 videos?	In addition to the 30-second spot, we'd like at least 5 shorter format videos to share on social media and on the website :05 and :15 videos would be ideal. In addition, we are allocated a national spot within our football TV deal. This spot will be played nationally.
30	1.4.2	5	Should it be assumed Boise State would handle the creation and development of any campaign landing pages/websites? Or should those be budgeted for in our response?	Landing pages are not expected in this scope of work.
31	1.4.2	5	Will the agency be designing with existing photo assets, or will a new photographic look and feel be part of this assignment?	We have an extensive photo and video suite to work with, but we envison the optics for this campaign will require new visuals (both video and photography) based on the creative concept and agency partner we select.
32	1.4.2	5	We typically build two rounds of revisions into our scope, will with work for your teams?	That's hard to say. We would hope to work with you on revisions until we all have comfort with the creative.
33	1.4.3	5	Will you be expecting billboard creation as well?	Yes.
34	1.4.3	5	Will the hard cost of production come from the $600,000 as well?	Yes.
35	1.4.4	5	What specific audiences would you be looking to reach, and would there be separate campaigns for each?	This is a brand affinity campaign, and will set the tone and stage for more targeted deliverables in the future. We do however, plan to target zip codes, demograpics and regions for constituents who are important to our brand's performance. We are looking for in-state media buys. Promoting the value proposotion of higher education to our state is important to us. We have one of the lowest go-on rates in the country. There is a wide divide between rural and urban areas.
36	1.4.4	5	What would the desired geographic area be for this campaign to cover?	Idaho first and foremost, but there are regional areas within Idaho that are also important to us.
37	1.4.4	5	Do you have specific KPI's for the campaign that you are looking to achieve within this budget?	This is a brand affinity campaign. We are looking for increased levels of positive sentiment. We would be interested on your ideas on how to measure based on your higher education experience. Some type of light market research beforehand to get a baseline might be helpful. Also, continuing to be ranked in the U.S. News and World Report most innovative university list is important to us. Because we are an R2, this ranking has the most prestige around reserach and innovation that we can qualify for.
38	1.4.4	5	What is the desired flighting or weeks in market you would seek with this campaign?	Early spring and fall are key, fall especially. Given the time needed to build out the creative for this project, it's likely a six-week push in fall '22.
39	1.4.4	5	Will the selected agency be responsible for placing and buying the media?	Yes.
40	1.4.4	5	What are your expectations regarding reporting?	We would like at least one meeting a month to sync on reporting and determine if we need to make any adjustments. We will require a digital report so that we can share the data with our senior leaders on the success of the campaign. We need to periodically revisit sentiment and report out on that as well.
41	1.4.4	5	Who are Boise State's top competitors?	Online higher education institutions. Western Governors is moving strongly into our market. We don't view ourselves as competitors with the other public Idaho state institutions. We actually just released a joint campaign. https://educationforidaho.org/ .
42	1.4.4	5	What geographic markets do you wish to target?	Idaho in particular, with some regional Northwest media markets also a consideration.
43	1.4.4	5	Will the campaign be targeted towards teens, parents of teens, or both? Are there any other constituent groups that will be targeted?	This is a brand affinity campaign. Boise State has not had funding to previously go out to market in this way and promote our brand and the value proposition of higher ed. Our admissions numbers are overall strong, but are declining in Idaho. We hope to target influencers (parents, grandparents, neighbors) as well as prospective Idaho students. Non traditional students are also in our market.
44	1.4.4	5	If the brand assets are not developed until after the big enrollment push in late spring to leverage the best weather conditions, would the media be held until fall?	Most likely, yes.
45	1.4.5	5	Do you see the Campaign Guidelines as an interactive digital deliverable? Or a static PDF (with linked assets) that lives online?	Both. We want to develop a static, printed piece but with many of those elements living within our univeristy brand guidelines, on the website, as well.
46	1.4.5	5	Are there any specific sections of the brand platform that should be included in this update? Or will the update primarily include the new campaign guidelines?	Our logo, colors and typography are set. We would be looking for creative counsel on how to build out the brand platform so it could serve multiple constituent groups and help our campus partners properly align with our strategy. Tools and templates - that's a good way of looking at it.

RFP # KK22-119 - General Awareness and Recruitment Marketing Campaign

Attachment 2 - Questions & Answers

No.	RFP Section	RFP Page	Question	Response
47	1.4.5	5	Can you please expand on what you mean by “further development of ‘This is Blue Turf Thinking’ as a brand platform.” What already exists and what elements would you like to see further developed? Do messages already exist?	Building upon the notoriety of our famous Blue Turf, we created a preliminary campaign in winter of 2021, "This is Blue Turf Thinking." This tested positively with internal and external audiences and landed Boise State back on the U.S. News and World Report most innovative university list. We have started to build out the framework, but we need an agency partner to help us in this significant effort. We are looking for a partner to build it with us collaboratively. We are currently using "Boldly Blue. Proudly Innovating." with storytelling that represents innovation and creative activity.
48	1.4.5	5	Will Boise State be committed to the brand platform “This is Blue Turf Thinking” despite its football team’s performance on the field? For example, a highly successful football season for Boise State might add more success to the brand positioning while a less successful season may subject the tagline to risk of criticism from fans and the press.	That's a valid observation, but football performance does not impact our commitment to the Blue Turf Thinking mindset.
49	2.15/7.1.4	8/17	Are you looking for speculative creative concepts in our proposal?	Broad ideas are fine, speculative comps are fine but we don't expect to see intricate or finessed design comps at this stage. We are interested in hearing about how you would approach working with us and how you would approach the creative.
50	3.1.1	11	What information can be considered exempt from Public Records Law in Idaho? We consider our process, budget, and case studies as proprietary and confidential.	Any information your company deems to be proprietary and/or confidential. If your Proposal contains information that you consider to be exempt, you must also submit redacted copy of the Proposal with all exempt information removed or blacked out. Identify with particularity the precise text, illustration, or other information contained within each page marked “exempt” (it is not sufficient to simply mark the entire page). The specific information you deem “exempt” within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as “exempt.”
51	5.11.3	16	Is this asking respondents to spell out number of years/weeks to return materials if terminated?	Yes.
52	5.7.1	15	Is it expected that our proposal contains a project timeline or is that only during contract negotiations (upon award)?	We can assess timeline specifics after awarding the contract.
53	5.8.1	15	Who will be the core team and day to day contacts from Boise State?	OCM leadership
54	5.8.2	15	Can you please clarify what you mean by “escalation plan”?	Escalation plan is the plan on who would be responsible if something is not going as planned, desired. This is usually designated for a large implementation with support staff. Please include the team and staff that will be assigned if award is made to your company.
55	5.8.3	15	It asks to provide a project schedule that includes criteria listed in Section 5.9, Project Management Plan, above. Can you provide clarity on Section 5.9 (End of Strategic Life/Termination of Contract Processes) and its connection to Project Management?	Terminiation of Project is not related to project management. We are looking for a long-term agency partner. However, if either party would like to move on, we have a included language and would like a process for how we will off-board the partnership. RE: Project Management, we are interested to know who we will be working with on this campaign and their level of experience and expertise. How often will they be in contact with us? Will the project management and support from the agency change over time? How will you interface with us regarding concepts, deliverable, the media buy, etc.
56	5.8.3	15	Just to clarify, the Project Management Plan is the item listed in 5.7, not 5.9, right? Could you please clarify the level of detail you expect during the proposal stage, and what will be developed at the contracting stage?	Project Management, we are interested to know who we will be working with on this campaign and their level of experience and expertise. How often will they be in contact with us? Will the project management and support from the agency change over time? How will you interface with us regarding concepts, deliverable, the media buy, etc. Regarding creative concepts, we are most interested in how you will approach the creative process. We aren't looking for a fully baked idea.
57	7.1.3	17	The scope and budget does not cover research, but one key way to assess brand affinity is with research. Are you hoping to include brand health research in this project? Or are you looking for data that can be pulled from web/advertising analytics?	Yes, we would like research. Please include cost with the $600k. We know that the discovery phase will have a heavier spend on research and creative developement and next fiscal year the spend will shift more towards media.
58	7.1.4	17	This question seems to imply an assumption of a predetermined methodology, and doesn't allow for the significant discovery process that would be involved in developing Boise State's campaign concepts. Will the University accept a detailed description of our approach to campaign development along with samples of prior work in place of a direct response to this question?	Yes.
59	7.1.4	17	Are you expecting visuals? Or a description of an approach? Would you please share any branding documents to help the team prepare for this section?	We are looking for a description of your approach and samples of previous work. We are not expecting visuals.
60	7.1.4		For the production approach, are you expecting to see a vision articulated in example creative, or just a high-level description?	High level is fine, but if a general mock-up comes to life even at this early phase, we'll be happy to review.
61	Attachment 3	28	To clarify, we shouldn’t budget for OOH creative/production/etc.?	We would like to see OOH in the mix, please do budget for that but we would like to work with an existing advertising group in Idaho for OOH so our team could manage the transactional side the project.
62	Attachment 3	28	Please clarify your expectations regarding salesforce integration.	We are currently onboarding Salesforce Marketing Cloud. Any proposed deliverables related to email marketing should utilize this platform.
63	General	24	It notes Experience and Qualifications is limited to one page – is that related to requirements of Section 6.1?	Yes, the Experience & Qualifications on the checklist is related to Section 6.1. Additionally, you may include examples or other media in addition to the single page experience write up.

RFP # KK22-119 - General Awareness and Recruitment Marketing Campaign

Attachment 2 - Questions & Answers

No.	RFP Section	RFP Page	Question	Response
64	General	N/A	Is a current active working relationship with other Idaho higher education institutions considered a conflict of interest of a benefit to experience?	Our preference is to find a creative partner that is not currently under contract with one of the other four year universities in Idaho.
65	General	N/A	Do we need to register in the Boise State Vendor Registry before submitting our proposal?	No, you don't need to register with Boise State Vendor registry prior to submitting a proposal.
66	General	N/A	How would you define the goals of this assignment?	Build brand affinity across mulitple constitutent groups by creating a unique and consistent brand platform anchored by our existing and emerging theme: This is Blue Turf Thinking.
67	General	N/A	Do you see this as a media campaign assignment? Or a brand building assignment?	We see it as both.
68	General	N/A	As for final submission format, is a PDF ok? Are there format or deign requirements?	PDF is acceptable
69	General	N/A	Can you please provide more detail about your decision making process? Is there a core team, from what functions? Who are the decision makers? How many presentations will be needed?	We are looking for a creative partner to help us strengthen the Boise State brand by deploying a best-in-class, enterprise-level marketing campaign. While the decision-making may be somewhat subjective, our marketing and creative leadership within OCM will be making the final decision along with input from the univeristy president. We anticipate needing just one presentation to help inform our decision.
70	General	N/A	Is there an incumbent agency?	No
71	General	N/A	What have you liked and disliked about prior agency experiences? What are you hoping to find in this working relationship?	We value regular updates and communication. We like offering input at every step of the creative journey, rather than waiting for a big reveal. In the past we've had good relationships with our agency partners. Most of those interations have been project-based, not enduring. We do see the value in having a deeper connection with an agency partner.

ATTACHMENT 3 - COST PROPOSAL

Based on the fixed budget of $600,000, please provide a list of costs per the following deliverables and scope of work. We are looking for an idea of how you would break out the budget and where and how you would apply the funds. The $600,000 is to cover all costs for creative development, ad placement and media buys.

Desired Proposal:

Media mix (ad placements)

Production quality - samples (concept to delivery)

Insight and analytics (tracking of ads)

TACTIC	**DETAILS**	**FREQUENCY**	**QUOTE**	**LEAD TIME**
New Institutional Spot	Creative development and production of a :30 TV spot and multiple "vignettes" of the faculty featured. *To include additional videos (vignette) using the same content for social media (5-15 seconds).*	The :30 spot offers broad exposure for the brand, is placed extensively in our marketing and airs during national, athletic broadcasts		
Targeted, digital advertising (Google ads, display ads, social media, etc. all in concert with Salesforce integration.)	Location-based, targeted to specific demographics, essential to our digital-first strategy. (Creative, analytics and implementation)	Ongoing, but with an emphasis on fall and spring to help drive enrollment and brand recognition at key times during the academic cycle		
Out of Home (billboards)	Billboard placements in Idaho and/or key regions for enrollment (Creative & placement)	Annually for three months		
Video Streaming	OTT (over the top) advertising on Sling, Roku, YouTube, etc. (using the new spot)	Ongoing		N/A
Brand Platform Development, Media Buying and Support	Assist with brand platform development, media buying, etc.	Ongoing		N/A

November 2021 / Boise State University

General Awareness and Recruitment Marketing Campaign

RFP #KK22-119

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Simpson Scarborough

2000 Duke St, Ste 300
Alexandria, VA 22314

simpsonscarborough.com ➜

03 Cover Letter

05 Experience and Qualifications

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85 References

Section 1.0

Cover Letter

We build brands that inspire and endure.

Boise State University exists in a crowded marketplace – one which SimpsonScarborough has a great deal of experience navigating. We have led over 300 colleges and universities through marketing and branding initiatives just like this one. Now, as the higher education landscape becomes even more crowded and shifts further, we hope to use the opportunity to define "Blue Turf Thinking" in partnership with Boise State as a launching point for a new institutional brand.

SimpsonScarborough would be proud to partner with Humboldt State in this effort. We value incorporating data-driven insights to inform strategic, holistic brands and campaigns that deliver real results. The following proposal provides the detail on how we would approach an engagement with Boise State. In this letter, we want to be sure to communicate the care, curiosity, and commitment that we would bring to the partnership.

We recognize that the University is facing more competition than ever within its region. Given various factors, including the 2025 demographic cliff and the long-term impact of COVID-19, we know that now, more than ever, Boise State needs to stand out from the competition. We have the experience to help the University navigate these ever-changing realities and are confident that, together, we can identify opportunities that can help Boise State achieve its goals.

Thank you again for the opportunity to submit this proposal. Please don't hesitate to reach out to us with any questions and clarifications.

Jason Simon

CEO
510-599-0609
js@simpsonscarborough.com

Section 2.1

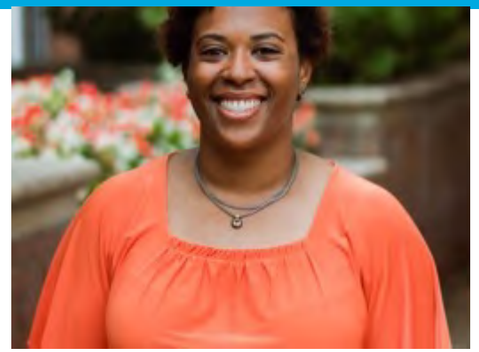
Experience and Qualifications

About Us

SimpsonScarborough is a woman-owned firm founded in 2006, and the premier data-driven partner for research, branding, and marketing.

We provide higher ed brands with the confidence of rigorous and comprehensive research — the cornerstone of our work — along with informed strategy, inspired creative, and human-centered digital. The trusting relationships we've formed and the communities we've brought together are among our most valuable assets.

Individually, we've held nearly every job in the industry and hail from every part of the country. Collectively, we have three offices strategically placed in Alexandria, Virginia, Columbus, Ohio, and Oakland, California. Most of all, we're proud, professional students — curious by nature and compassionate by choice, constantly putting in the hard and smart work to shape the industry we love and the brands that shape our world.



Headquarters: 2000 Duke Street, Alexandria, VA 22314

Other Locations: Oakland, CA; Chicago, IL; Lowell, MA; Columbus, OH; Williamston, SC

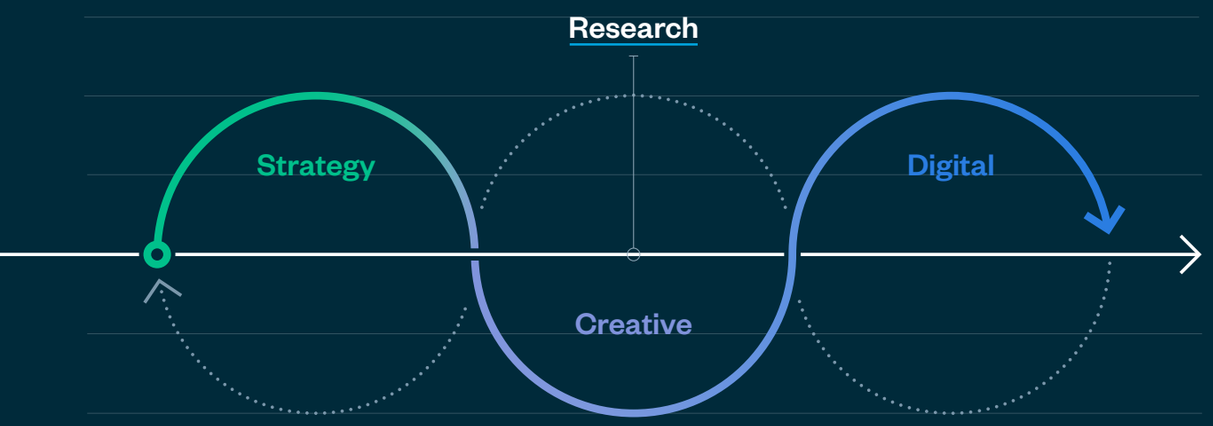
Year Founded: 2006

# of Employees: 49 full-time

Subcontractors: All work is conducted in-house by SimpsonScarborough employees. We work with a phone center if telephone surveys are requested, which is rare. And, we utilize list brokers and research panels when client list augmentation is needed.

Primary Contact: Meredith Randle, Business Dev. Mgr.|mrandle@simpsonscarborough.com

Experience and Qualifications



Our team of experienced higher ed professionals works closely together to ensure that each step in our integrated process is informed by the one preceding it.

Everything we do, from media planning and marketing strategy to creative and digital execution, is founded on our research-first mindset; allowing us to provide our clients with distinct and data-driven plans and insights that drive engagement and produce results.

Our integrated approach brings together your people, vision, and values with our recognized knowledge and partnership to build brands that inspire and endure.

Our Services

Research

Capabilities
- Brand and messaging
- Strategic planning
- Recruitment
- Alumni engagement
- Fundraising
- Image and perception
- Creative testing

Advanced Analytics
- Conjoint analysis
- TURF analysis
- Discrete choice analysis
- Segmentation
- Max differential
- Factor analysis

Methodologies
- Surveys
- In-depth interviews
- Focus groups

Strategy

Capabilities
- Brand positioning and platform development
- Message creation and mapping
- Data-driven personas
- Competitor analysis
- Brand assessments
- Brand launch planning
- Paid media strategy and planning
- Content strategy development
- Digital marketing planning
- Metrics and ROI evaluation
- Multi-year institutional marketing plans

Creative

Capabilities
- Visual identity
- Logo development
- Guidelines
- Advertising
- Marketing collateral
- Content development
- Video and radio
- Web, digital, and social
- Experiential
- Trainings and workshops
- Brand campaigns
- Enrollment campaigns
- Capital campaigns

Video Production
- Brand anthem
- Animation and motion graphics
- Video series
- Virtual reality
- Television spots
- Aerial drone

Digital

Capabilities
- Content strategy
- Website design
- SEO strategy
- Analytics review
- Custom CMS builds
- Digital viewbooks
- Email marketing

Technologies
- Drupal
- OmniUpdate
- WordPress
- Terminal4
- Cascade
- Custom applications
- Touchscreen displays

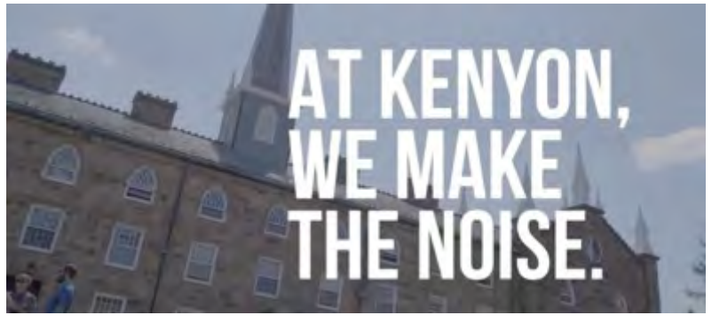
2020 CASE Recognition

Kenyon College
We Make the Noise

Video / Student Recruitment

Award Level: **Silver**
Award: **Circle of Excellence**

"The sound also seemed to unite the entire campus, as though every student was learning in unison."



Hawai'i Pacific
Turnaround

Communications Improvement

Award Level: **Silver**
Award: **Circle of Excellence**

Marketing Improvement

Award Level: **Silver**
Award: **Circle of Excellence**

"This entry was the stand-out in the category and one that could act as an exemplar for other institutions.

It is evidence-based communication at its finest."

Cal Poly
Brand

Visual Identity Systems

Award Level: **Gold**
Award: **Circle of Excellence**

"The result is a durable, data-driven, active brand engineered to showcase Cal Poly's people and problem-solving rooted in California and impacting our world."

More than 300 colleges, universities, and higher education associations have looked to us for expert research, strategy, creative, and digital.

Agnes Irwin School
Albion College
Albright College
Alfred University
American Council on Education (ACE)
American International College
American University
American University, Kogod School of Business
American University, School of International Service
Arkansas State University
Arkansas Tech University
Asbury University
Association of Public and Land-Grant Universities (APLU)
Assumption College
Athens State University
Auburn University
Auburn University, College of Agriculture
Auburn University, College of Liberal Arts
Augustana College
Babson College
Ball State University
Baylor University
Bentley University
Bentley University, Alumni Association
Berry College
Bethel University
Bowie State University
Boys and Girls Clubs of Greater Milwaukee
Brooklyn Law School
Buena Vista University
Butler University
California College of the Arts
California State University, Northridge
California State University System
Cal Poly
Canisius College
Carondelet High School
The Cathedral School
Centenary College
Chatham University
The Chronicle of Higher Education
Clark University
Clayton State University
Colby College
College of DuPage
Columbia College Chicago
Cornish College of the Arts
Council of Colleges of Arts & Science (CCAS)
Covenant College
Creighton University
CUNY Guttman Community College
CUNY Macaulay Honors College
CUNY School of Professional Studies
Delaware Valley University
Drew University
Drexel University, Thomas R. Kline School of Law
Drury University
Eastman School of Music
Eastern Association of College and University Business Officers (EACUBO)
Earlham College
Emerson College
Emory University, School of Law
Eureka College
Fairfield University
Fashion Institute of Technology
Florida Gulf Coast University
Florida State College at Jacksonville
Fordham University
Franklin & Marshall College
Franklin Pierce University
Fulbright Scholar Program (CIES)
Gamma Phi Beta International Sorority
George Mason University
George Mason University, English Department
George Mason University, School of Policy, Government and International Affairs
Georgia Institute of Technology
Georgia State University
Grove City College
Guilford College
Gustavus Adolphus College
Harford Community College
Hartwick College
Hawaii Pacific University
Hollins University
Holy Family University
Hood College
Indiana Institute of Technology
Indiana State University
Indiana University
Indiana University, Kelley School of Business
Indiana University, South Bend
Indiana University of Pennsylvania
Indiana University-Purdue University Fort Wayne
Indiana Wesleyan University
Ithaca College
Johns Hopkins University, Bloomberg School of Public Health
Johns Hopkins University, Center for Talented Youth
Keck Graduate Institute
Kendall College
Kenyon College
Lafayette College
Lancaster Theological Seminary
Language Testing International
Lebanon Valley College
Lehigh University
Lesley University
Lewis University
Lindsey Wilson College
London Business School
Loyola Law School
Loyola Marymount University | LA
Loyola University Chicago
Loyola University Maryland
Malone University
Manchester College
Marquette University
Mary Baldwin College
Maryville College
Massachusetts College of Liberal Arts
McLean School of Maryland
Mercyhurst University
Meredith College
MGH Institute of Health Professions
Miami University
Miami University, Farmer School of Business
Michigan State University
Michigan State University, College of Law
Michigan State University, College of Music
Michigan State University, College of Veterinary Medicine
Michigan Technological University
Midwestern State University
Mills College
Milwaukee World Festival
Missouri University of Science and Technology
MIT, Sloan School of Management
Montclair State University
Montserrat College of Art
Mount Holyoke College
Mount St. Mary's University (CA)
Mount St. Mary's University (MD)
National University
National University System
Nazareth College
Neumann University
New Hampshire Institute of Art
New Jersey City University
New York University
Niagara County Community College
Niagara University
Noble and Greenough School
North Carolina State University
North Central College
Northcentral University
Northfield Mount Hermon School
Northwestern University
Northwestern University, McCormick School of Engineering
Northwestern University Medill School of Journalism, Media, Integrated Marketing Communications
Notre Dame of Maryland University
Nova Southeastern University
Oklahoma City University
Oregon Episcopal School
Oregon State University
Our Lady of the Lake University
Pennsylvania State University, Smeal College of Business
Philadelphia University
Plymouth State University
Pratt Institute
Princeton Theological Seminary
Purdue University
Purdue University, Alumni Association
Purdue University, Krannert School of Management
Purdue University, Purdue Polytechnic Institute
Quinsigamond Community College
Randolph-Macon College
Regis University
Relay Graduate School of Education
Rochester Institute of Technology
Rosemont College
Rutgers University
Rutgers University Foundation
Saint John's University
Saint Joseph's Preparatory School
Saint Joseph's University
Saint Mary's College of California
Saint Peter's University
Saint Stephen's Episcopal School
Santa Clara University
Simon Fraser University
Society for Science & the Public
South Dakota State University
Southern Connecticut State University
Southern Oregon University
South Texas College of Law
Spelman College
Stephen F. Austin State University
Stetson University
Stevens Institute of Technology
Stevens Institute of Technology, School of Business
St. Louis Community College
Stonehill College
Stony Brook University
SUNY Cortland
SUNY New Paltz Graduate School
SUNY System
Sweet Briar College
Syracuse University
Temple University
Texas Christian University
The College of New Jersey
The Evergreen State College
The Medical Foundation of North Carolina, Inc.
The Ohio State University
The University of Oklahoma Price College of Business
Thomas Edison State University
Tompkins Cortland Community College
Union College
United States Naval Academy Alumni Association & Foundation
United States Institute of Peace
University of Akron
University of Arkansas at Monticello
University of California System
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Riverside
University of California, Riverside, School of Business
University of California, San Francisco
University of California, Santa Barbara
University of California, Santa Cruz
University of Cambridge, Judge Business
University of Colorado, Colorado Springs
University of Dayton
University of Delaware
University of Detroit Mercy
University of Georgia School of Law
University of Hartford
University of Indianapolis
University of Louisville
University of Massachusetts, Amherst, Isenberg School of Management
University of Michigan, Alumni Association
University of Michigan, Ross School of Business
University of Missouri System
University of Missouri, Columbia
University of Missouri, School of Law
University of Missouri, St. Louis
University of New Brunswick
University of North Carolina at Chapel Hill
University of Oregon
University of Pennsylvania, College of Liberal and Professional Studies
University of Pittsburgh
University of Richmond
University of Rochester
University of San Francisco
University of Sheffield
University of the Pacific
University of Virginia, Alumni Association
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Madison, Alumni Association
University of Wisconsin-Madison, School of Pharmacy
Ursuline College
Utah State University
Vanderbilt University, Owen Graduate School of Management
Vanguard University
Villanova University
Villanova University College of Engineering
Villanova University, School of Business
Villanova University, School of Law
Virginia Military Institute
Wartburg College
Washington International School
Washington State University, Elson S. Floyd College of Medicine
Wentworth Institute of Technology
Western University of Sciences
Westminster College
Wheaton College
Wheeling Jesuit University
Wheelock College
Whitman College
Wilkes University
Woodward Academy
Worcester Polytechnic Institute
Worcester Polytechnic Institute, Online Graduate Programs
Worldstrides
Wright State University
Xavier University
York College of Pennsylvania
Youngstown State University

Case Study

Cal Poly

Cal Poly

Research / Strategy / Creative / Digital

In January of 2018, SimpsonScarborough launched an exhaustive and fully-integrated branding process that included research, strategy, and creative for both the Cal Poly institutional and capital campaign brands.

It's not often that something that's been a part of your institution is so ill-described. But that's what we found at Cal Poly. The institution was founded on the idea of *Learn by Doing*. It was the first thing off the tip of the tongue of every internal stakeholder and hands-on experience was highly desired by prospective students and employers.

Our research work included both qualitative and quantitative testing with more than 3,300 respondents from prospects, faculty, staff, current students, alumni, board members, academic peers, and more. The insights led to a clear messaging and positioning strategy and— working alongside the university marketing team—a new university logo and identity, website, brand and identity guidelines, visitors center graphics, photography and video assets, and the successful launch of a capital campaign.

Full case study—simpsonscarborough.com/work/cal-poly

Approach

- Comprehensive research, brand strategy, and creative.
- 18-month project that included deep campus engagement with senior leadership, Deans, faculty and staff, students groups, Alumni Advisory Boards, and other stakeholders.
- Created and successfully rolled out a new university logo, color palette, typography, and brand architecture system and guidelines.
- Developed a brand concept and key prototypes while also producing campus environmentals and graphics to support the opening of the campus visitors center.
- Named and created the messaging strategy and identity for the $700,000 "The Power of Doing" campaign, campaign case statement, and website.

It was really important to feel like we had a true partner.

We're the type of client that gets really hands-on, that gets in the weeds. This partnership's proven to be exactly what we'd hoped it would be, one in which we truly worked together.

Royaa Silver
Associate Vice President, Creative Services

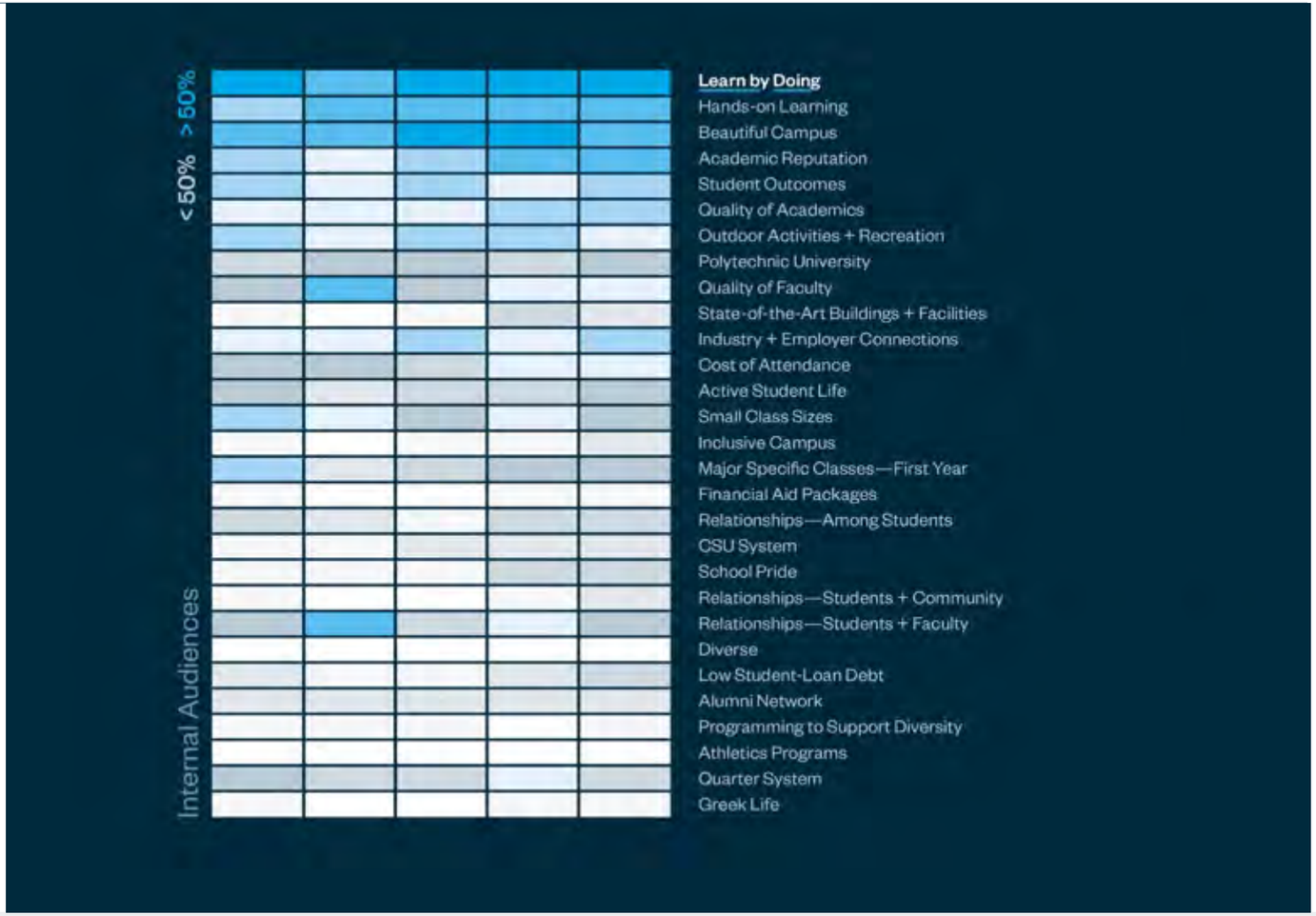
Learn by Doing

Internal Audiences

CAL POLY

84% of Internal Audiences Identified "Learn by Doing" as Cal Poly's greatest strength.

Evaluating Cal Poly's internal audience perceptions led to key insights into the strengths of school among its stakeholders.



CONSENT - BAHR

TAB 5 Page 12

Learn by Doing

Internal Audiences

CAL POLY

Rating of Cal Poly and Competitor's Academic Quality - % Excellent.

To help define goals to assist Cal Poly in developing a new identity, we needed to understand where they stand in perceived academic quality among their peers in order to identify opportunities and room for growth.

The research enabled buy-in from a cross section of the campus and served as a catalyst for people to look at the brand collectively.

James Maraviglia
Vice Provost for Enrollment & CMO

Along side our quantitative and qualitative research, our brand and identity audit included reviewing every piece of marketing collateral we could get our hands on.

CONSENT - BAHR

TAB 5 Page 14

BRAND MANTRA

"People and problem-solving centered in California and impacting the world."

BRAND PILLARS

Our approach to education

We educate the head and the hand, readying accomplished students who value the link between knowledge and application and are confident in their ability to make an impact.

How we do it

We focus on putting learning into practice by working across disciplines and having extensive partnerships to address today's (and tomorrow's) most pressing challenges.

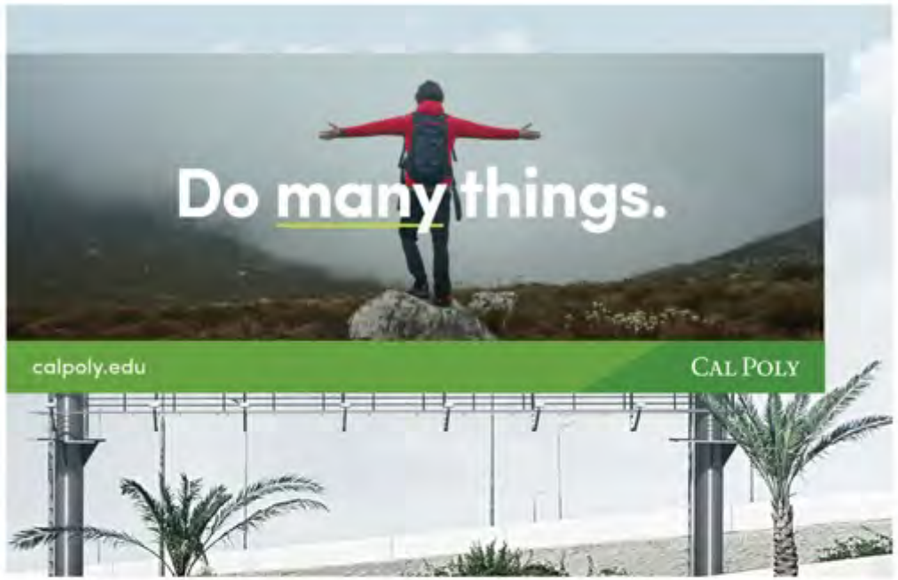
Its impact on others

We make a difference every day in industries, communities and lives across California and around the world.

LEARN BY DOING

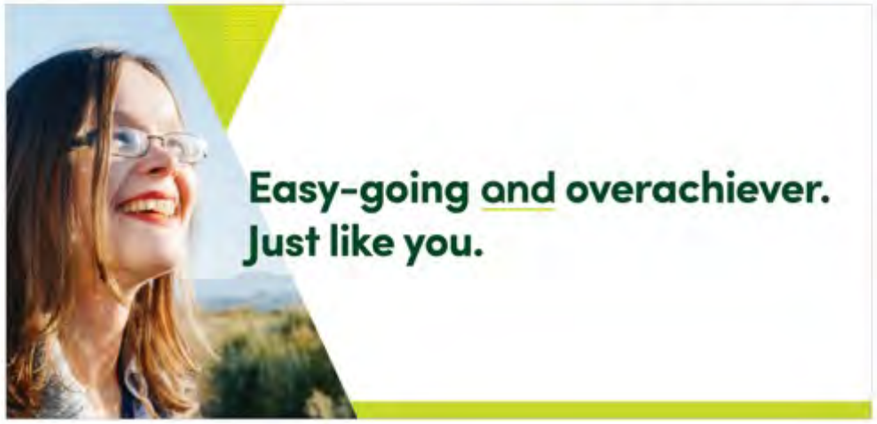
Easy going,
overachiever,
smart,
skilled,
artist,
scientist,
thinker,
or
doer?
CAL POLY

01
THE CHOICE IS YOURS—environmental conservation or economic development?
We choose both.
Collaborate and incubate and accelerate


Do many things.
calpoly.edu
CAL POLY

or
and

or
and

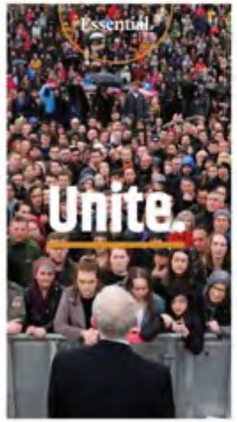

Easy-going and overachiever.
Just like you.

Curate or create?
Curate and create.
CAL POLY

Cal Poly
Field Manual.

Take a glance.
Essential.
Location:
Our Town:
San Luis Obispo
Guiding Mantra:
Territory:
Programs Offered:

Cal Poly
Lecture Hall.

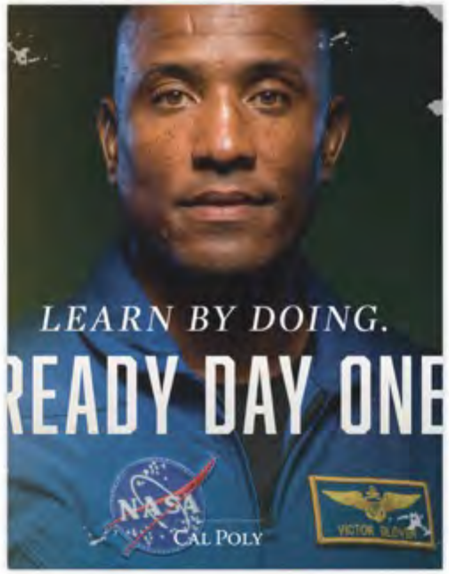

Essential.
Unite.

California based
World bound.
Essential.

Essential.
Zero Waste.

Essential.
Homecoming.

WE CALL IT:
LEARN BY DOING.


LEARN BY DOING.
READY DAY ONE
NASA
CAL POLY
VICTOR BUEVER

BUT NO PRESSURE. SERIOUSLY.
PEOPLE LEARN AT DIFFERENT SPEEDS, RIGHT?
BY MAKING SURE YOUR EDUCATION IS TAILORED TO WHERE THE MARKETPLACE IS HEADED.
THAT'S HOW.

READY DAY ONE
REQUIRES DOING RIGHT NOW.
CAL POLY

READY DAY ONE
REQUIRES DOING WHAT'S RIGHT.
CAL POLY

KICK UP SOME DUST.
ON MARS.
MARS
LEARN BY DOING. READY DAY ONE. | CALPOLY.EDU
CAL POLY

LEARN BY DOING

CAL POLY

Rays

The sun's rays represent both learning and our sunny California location.

Bishop Peak

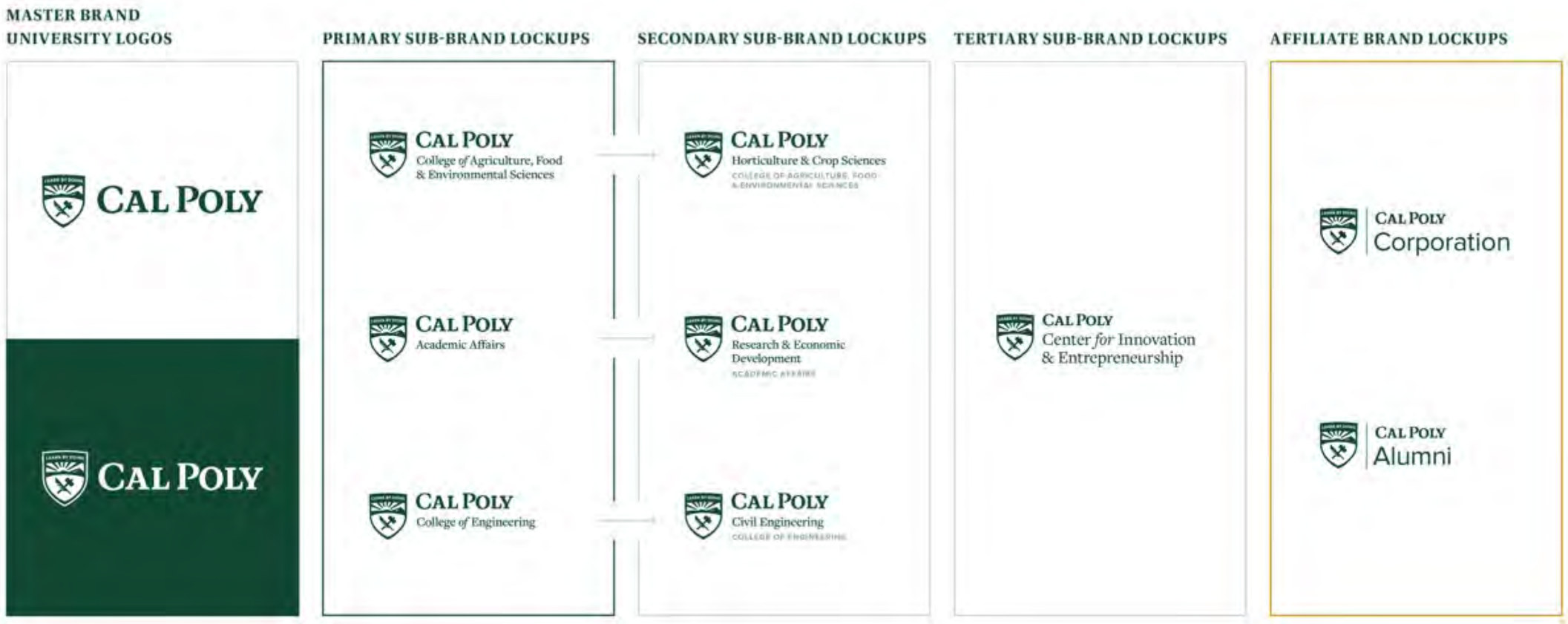
The silhouette provides a unique sense of place and is representative of achieving the highest of higher education's heights.

Learn by Doing

Our philosophy and Cal Poly's first piece of marketing (and, today, its most recognizable across all audiences).

Hammer & Quill

Visually represents Learn by Doing and ties back to the shield within Cal Poly's seal.


MASTER BRAND UNIVERSITY LOGOS
PRIMARY SUB-BRAND LOCKUPS
SECONDARY SUB-BRAND LOCKUPS
TERTIARY SUB-BRAND LOCKUPS
AFFILIATE BRAND LOCKUPS
CAL POLY
CAL POLY
CAL POLY College of Agriculture, Food & Environmental Sciences
CAL POLY Academic Affairs
CAL POLY College of Engineering
CAL POLY Horticulture & Crop Sciences
CAL POLY Research & Economic Development
CAL POLY Civil Engineering
CAL POLY Center for Innovation & Entrepreneurship
CAL POLY Corporation
CAL POLY Alumni

BRAND STRATEGY / BRAND PLATFORM

BRAND POSITION: PEOPLE AND PROBLEM-SOLVING CENTERED IN CALIFORNIA AND IMPACTING THE WORLD.

BRAND PILLARS:

LEARN
OUR APPROACH TO EDUCATION
We educate the head and the hand, readying accomplished students who value the link between knowledge and application and are confident in their ability to make an impact.

BY
HOW WE DO IT
We focus on putting learning into practice by working across disciplines and having extensive partnerships to address today's (and tomorrow's) most pressing challenges.

DOING
ITS IMPACT ON OTHERS
We make a difference every day in industries, communities and lives across California and around the world.

PERSONALITY:

AMBITIOUS
Energetic, yet disciplined approach to discovery.

ACTION-ORIENTED
Engaged, hands-on approach to collaboration.

ACCOMPLISHED
Confident, practical approach to problem-solving.

FOUNDATION:

UNIQUELY CALIFORNIAN
HOLISTIC POLYTECHNIC
UNDERGRADUATE EDUCATION
ACADEMIC RIGOR
STUDENT-CENTERED

BRAND STRATEGY / MESSAGING

BRAND LANGUAGE

In addition to our narrative, we have also defined precisely what we mean when we say, Learn by Doing, Ready Day One, and Polytechnic, as well as what each means to our students.

LEARN BY DOING

As with our narrative, this definition of Learn by Doing is not to be used word-for-word in your communications, but rather to inform and inspire your writing.

When writing out Learn by Doing, use an uppercase the L and D. Don't use hyphens, quotes or italics and avoid other Learn by phrases, such as Learn by Winning or Learn by Innovating, etc.

DEFINITION:

Learn by Doing means that we don't see a difference between the education we provide and the "real world." Here, experiences are part of the curriculum. That's because knowledge is inextricably linked to the world around us. To learn is to do. To do is to learn. At Cal Poly, each fuels the other.

BRAND STRATEGY / MESSAGING

BRAND LANGUAGE

In addition to our narrative, we have also defined precisely what we mean when we say, Learn by Doing, Ready Day One, and Polytechnic, as well as what each means to our students.

READY DAY ONE

Readiness is the result of a Cal Poly education and the expression of Learn by Doing. It is more than a mindset. It is a tangible, marketable skill and an earned expertise, both hallmarks of our graduates.

The phrase is only to be used when describing or showing the work of students, faculty, staff, and/or alumni. Use to highlight our people, not our products. In other words, focus on the students we serve, rather than the services we offer.

DEFINITION:

From their first moments on campus, Cal Poly studen dive in to their education, head-first and hands-on. It to immediately contribute, combined with Learn by D prepares graduates for anything and primes them for personally and professionally.

LEARN BY DOING.
READY DAY ONE
CAL POLY
BUT NO PRESSURE. SERIOUSLY.
PEOPLE LEARN AT DIFFERENT SPEEDS, RIGHT?
#1 CSU, #2 CA, #8 USA
1st IN THE WEST
1st IN THE WEST
#6 BEST
#1 COLLEGE RADIO STATION
1st SPANISH LANGUAGE
2nd LARGEST
3.52
"HAPPIEST PLACE IN AMERICA,"
150,000 ALUMNI
YOU CAN BE
THAT HUGE DIFFERENCE.
CENTERED IN CALIFORNIA.
Central to California's future.
CAL POLY
STUDENT UNION
CAL POLY
LEARN MORE →
LECTURE HALL
CAL POLY
LEARN MORE →

CAL POLY
STRATEGIC
PLAN
2019-2023

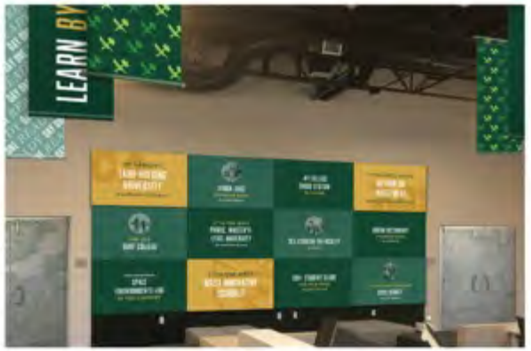
MISSION AND VALUES
VISION
Cal Poly will be the nation's premier comprehensive polytechnic university, an innovative institution that develops and inspires whole-system thinkers to serve California and to help solve global challenges.
VISION 2022

CAL POLY
LEARN BY DOING
Our Core Philosophy
Hacking for Good
THE POWER OF DOING

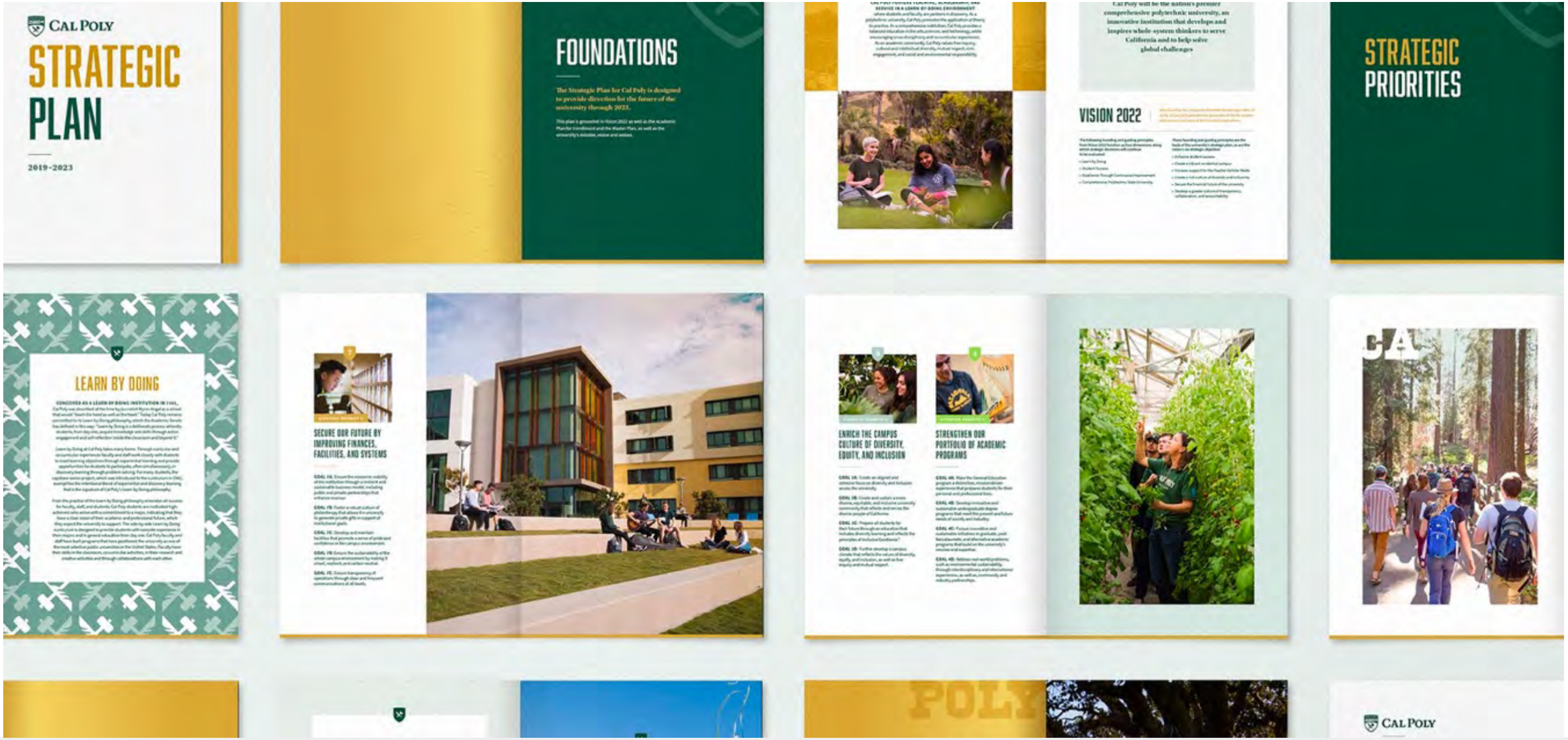
JOHN
STENDERUP

What Cal Poly is doing is very foward-thinking.
VICTOR
GLOVER

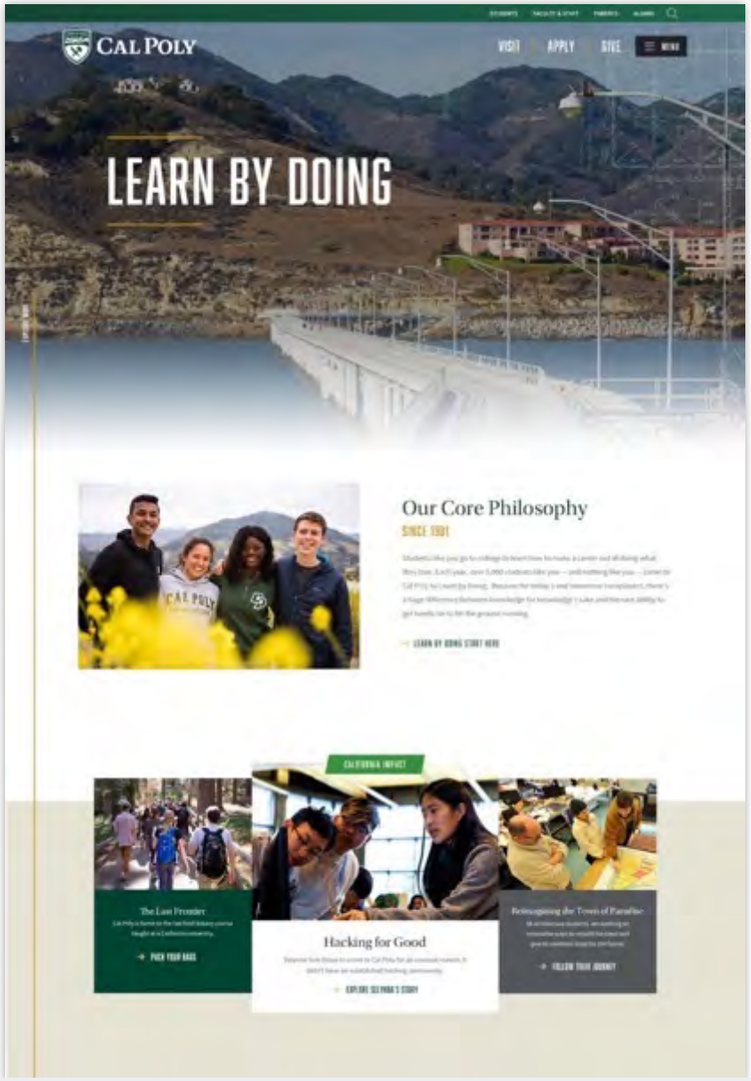
DAVID
NWABA


LEARN BY

180,000 ALUMNI AROUND THE GLOBE.
(AND A FEW WHO HAVE SOARED HIGH ABOVE IT.)


CAL POLY
STRATEGIC PLAN
2019-2023
FOUNDATIONS
The Strategic Plan for Cal Poly is designed to provide direction for the future of the university through 2023.
VISION 2022
STRATEGIC PRIORITIES
LEARN BY DOING
SECURE OUR FUTURE BY IMPROVING FINANCES, FACILITIES, AND SYSTEMS
ENRICH THE CAMPUS CULTURE OF DIVERSITY, EQUITY, AND INCLUSION
STRENGTHEN OUR PORTFOLIO OF ACADEMIC PROGRAMS
CAL POLY

STUDENTS
FACULTY & STAFF
PARENTS
ALUMNI
CAL POLY
VISIT
APPLY
GIVE
MENU
LEARN BY DOING


CAL POLY
VISIT
APPLY
GIVE
LEARN BY DOING
Our Core Philosophy
Hacking for Good

Hacking for Good
THE POWER OF DOING
CAL POLY NEWS
Cal Poly Aerospace Professor, Students Create Sailplane Flown by Record-Breaking Pilot
CAL POLY HAPPENINGS

Cal Poly Aerospace Professor, Students Create Sailplane Flown by Record-Breaking Pilot
CAL POLY HAPPENINGS
LEARN
EXPLORE
EXPERIENCE
CAL POLY

Case Study

Stony Brook University

Stony Brook University

Research / Strategy / Digital / Creative

Developing an understanding of audience wants and needs to build a genuine connection and establish a relationship to build on for years to come.

The Stony Brook Marketing and Communications team was facing a broad set of challenges and searching for a partner who could help them prioritize their short-and long-term goals to develop a marketing and media campaign that would support them. After conducting in-depth quantitative and qualitative research, we worked with the Stony Brook team to build a comprehensive campaign from the ground up, including everything from competitor assessment to brand guidelines and paid media strategy.

Approach

- Established baseline audience engagement through quantitative and qualitative research
- Developed integrated marketing and media approach to support:
  - Capital campaign goals
  - Building brand affinity with internal and external audiences
  - Improve reputational rankings
- Developed comprehensive brand identity, including creative development for print, video, paid advertising, and website design & build
- Delivered campaign reporting representative of pacing to goals

Results

- First integrated marketing effort in the University's history.
- Record-setting comprehensive fundraising campaign.
- Peer reputation scores have climbed every year since campaign launch from 3.16 (2016) to 3.34 (2021).
- NPS scores have increased across all key audiences (prospects, internal, counselors).
- Delivered ~42MM impressions and 120K clicks; and reported 26% brand lift measured during the 6-week digital advertising campaign.
- Seven CASE District II awards, the most the university had ever won.

Program Goals

Long-Term

- Increase "1st choice" among top students and faculty
- Improve reputational rankings
- Increase visibility and favorability among the general public
- Increase alumni engagement and donor participation
- Increase attention from the media, legislators and funding agencies
- A more dynamic brand culture on and around campus

Year One

- Launch Capital Campaign
- Build the brand foundation
- Seed brand on campus
- Excite and educate internal audiences
- Begin "living" the brand
- Begin to communicate to external audiences

Key Findings

- Audiences see Stony Brook as a driven, imaginative community in which students, faculty and staff are committed to understanding and advancing issues critical to society and the world.
- Stony Brook's leadership in the fields of science, technology, engineering, math and medicine is recognized as a strength, but there is an opportunity to drive greater awareness of other programs.
- Those closest to Stony Brook — students, faculty and staff — have a tremendous pride in Stony Brook and embrace the University's global, hard-working community. They expressed a strong desire for the University to tell its diverse story in a bolder more distinctive way.
- Outdated perceptions about Stony Brook's past — for example, being predominantly a commuter school and having large class sizes — still prevail.
- The University's value in delivering a high-quality education while maintaining a level of access and affordability and serving underrepresented populations is a key differentiator.

PROMISE

To empower Stony Brook's driven, imaginative community in the relentless pursuit of tomorrow's big ideas.

POSITION

As society stares down global issues that challenge our health, natural resources, economy and social well-being, the true champions will be the ambitious leaners who can work across boundaries, find focus and emerge with inventive solutions.

Stony Brook University complements its extraordinary strengths in science, technology, engineering, math and medicine with a dedication to the humanities and social sciences, forging graduates ready to inspire our complex, connected world.

BRAND PILLARS

Our shield's five rays are symbolic of our brand pillars.

STEMM

Our roots in the fields of science, technology, engineering, math and medicine have earned us an International reputation and an ability to innovate like no other university.

VALUE

We offer a top-tier education that is accessible to all, and we position our graduates to make an immediate positive impact on the world.

DIVERSITY

Our community is a mosaic of cultures, backgrounds and interests that represent and celebrate contemporary and global perspectives.

STEWARDSHIP

We're committed to engaging and leading in the understanding and advancement of issues critical to our community, society and world.

MOMENTUM

The youth of our University and the opportunities it provides our students, faculty, researchers and alumni are evident in every step we take. Not steeped in tradition, but propelled by vision.

PERSONALITY

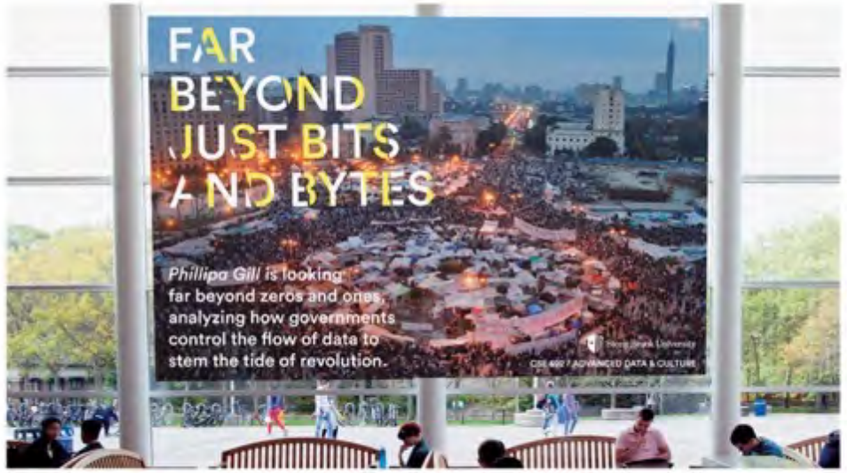
DRIVEN, CURIOUS, HANDS-ON, WELCOMING, PROUD

WE ARE THE CURIOUS
THE EXPLORERS. THE INNOVATORS
UNBOUND BY TRADITION, UNLIMITED IN OUR POTENTIAL
PROPELLED BY A VISION OF A BOLD NEW FUTURE
WE ARE PASSIONATELY ENGAGED
IN THE ISSUES OF OUR TIME
WE EMERGE FROM STONY BROOK WITH
THE MOMENTUM TO MAKE A REAL DIFFERENCE
OUR SPIRIT IS EMPOWERED
BY WHO WE ARE AND WHAT WE'VE LEARNED
IT DRIVES US IN PURSUIT OF
THE BIG IDEAS
THAT WILL TRANSFORM OUR LIVES
AND IMPACT OUR WORLD
WE ARE STONY BROOK UNIVERSITY
WE REACH ACROSS BOUNDARIES. WE BREAK THROUGH EXPECTATIONS

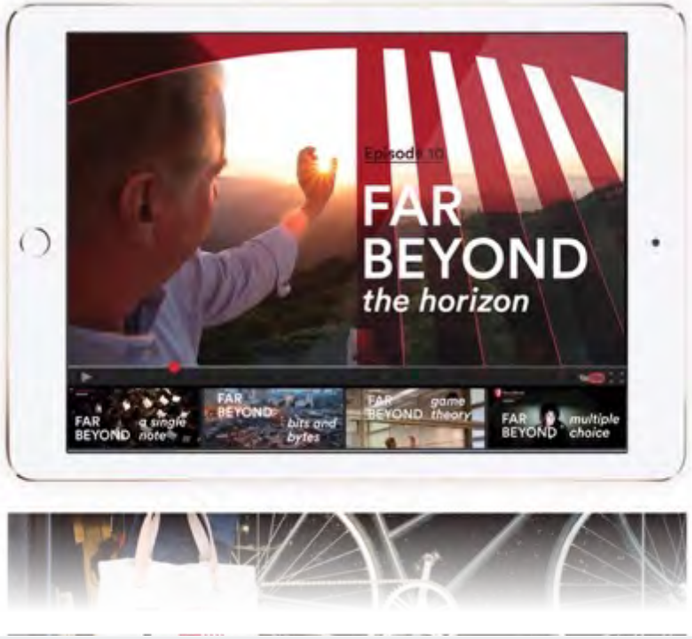
WE GO **FAR BEYOND**

SBU

Examining a single molecule
SOLVES A 50 YEAR OLD PROBLEM.


FAR BEYOND JUST BITS AND BYTES
Phillipa Gill is looking far beyond zeros and ones, analyzing how governments control the flow of data to stem the tide of revolution.

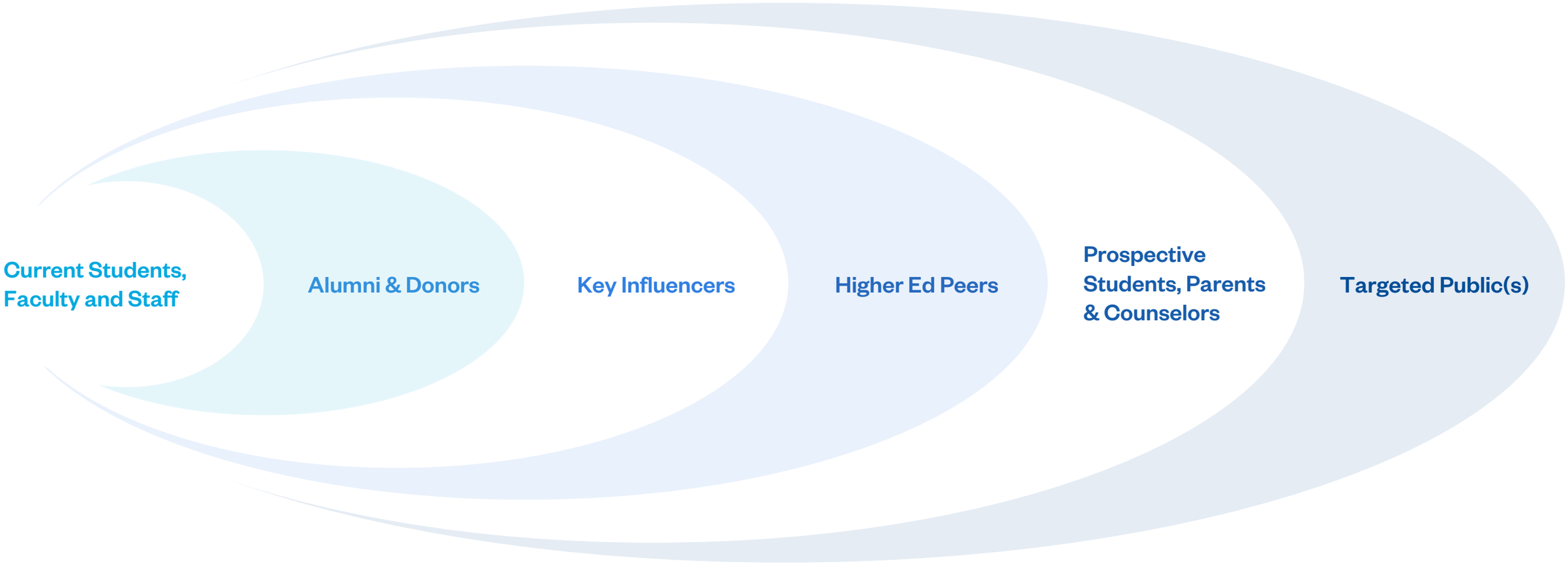
The impact of a single fish GOES FAR BEYOND A MILLION LIVES

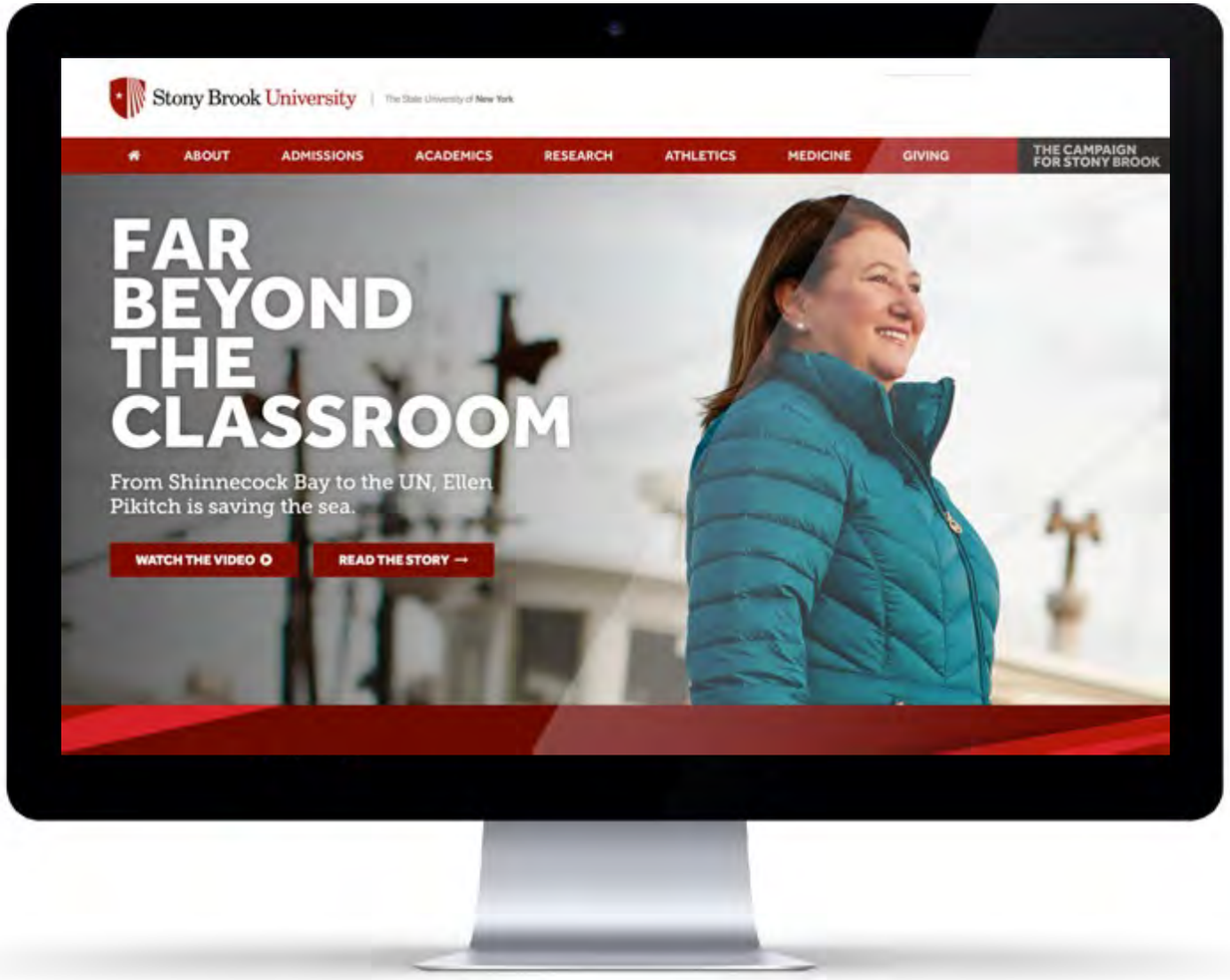

Episode 10
FAR BEYOND
the horizon
FAR BEYOND a single note
FAR BEYOND bits and bytes
FAR BEYOND game theory
FAR BEYOND multiple choice

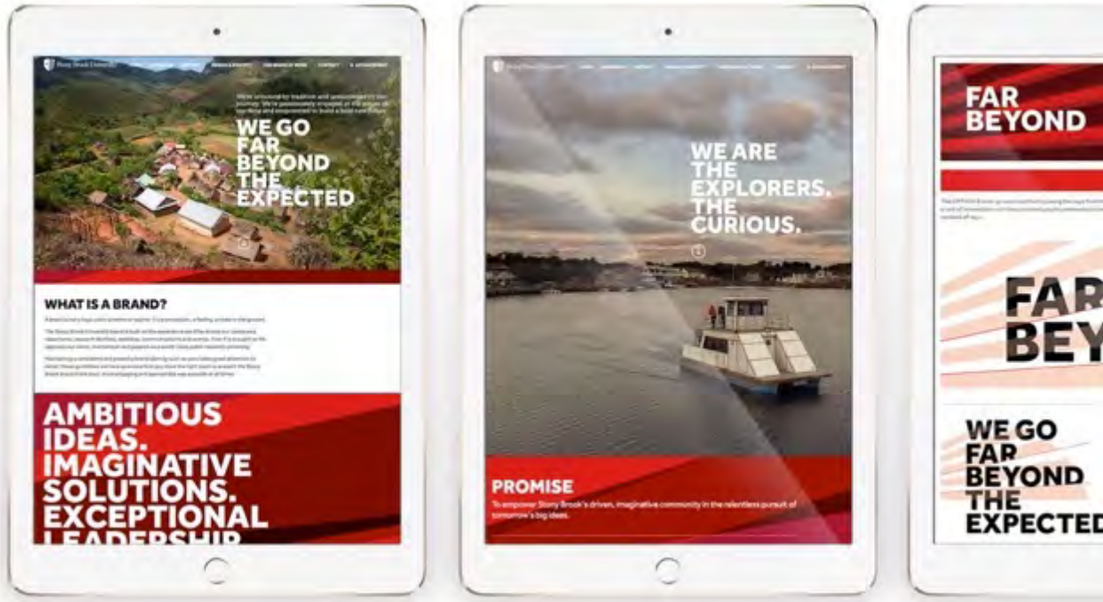
FAR BEYOND A MILLION
The impact of Stony Brook students goes far beyond the expected.
Like Ruchi, who as a freshman invented an all natural mosquito repellent that's

FAR BEYOND
Thinking Beyond?
Tell us what you're thinking and we'll show you where it could take you.
Future
Math
Teaching

Highest Priority → Building Over Time

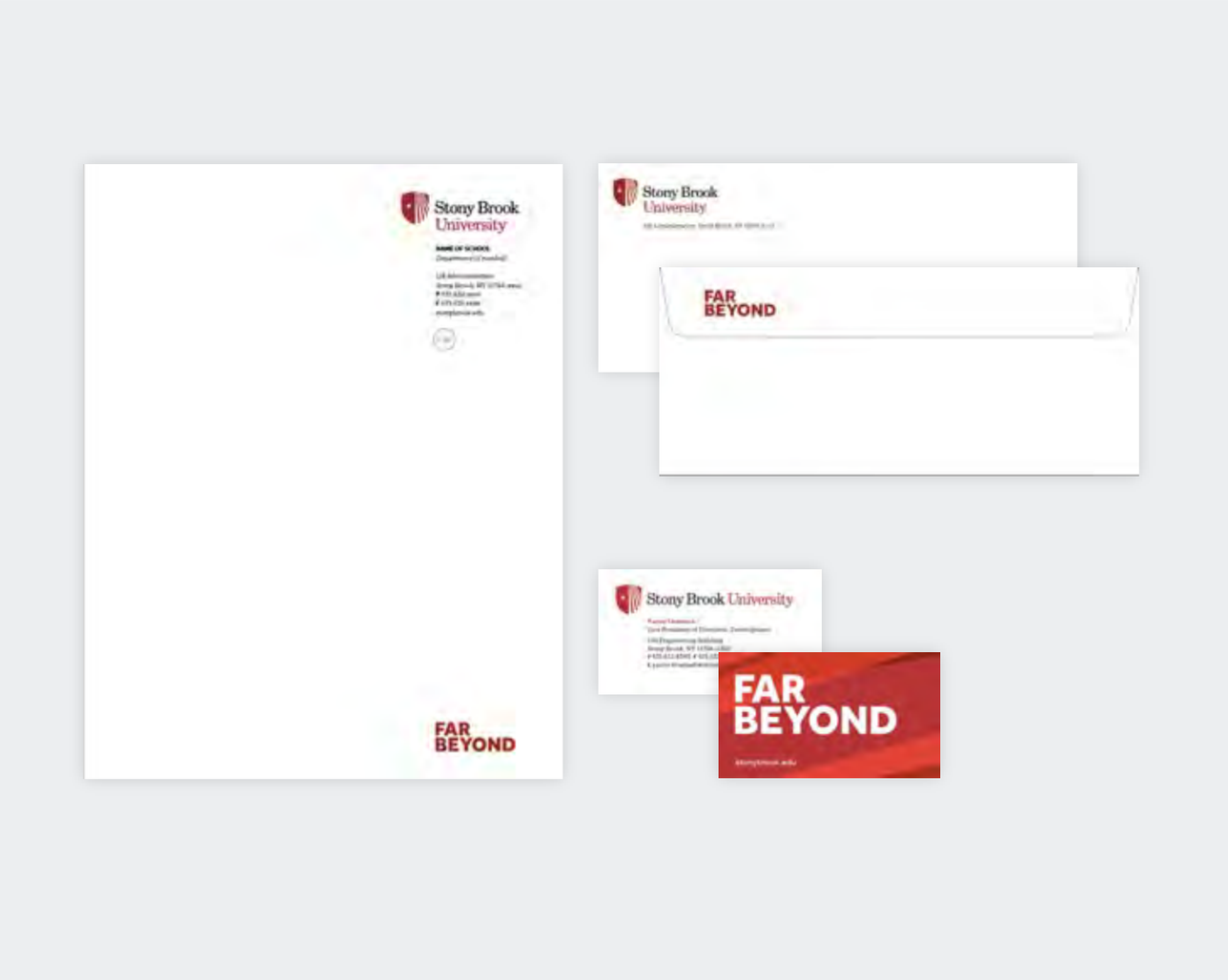






CONSENT - BAHR

TAB 5 Page 34


Stony Brook University
FAR BEYOND
Stony Brook University
FAR BEYOND
Stony Brook University
FAR BEYOND

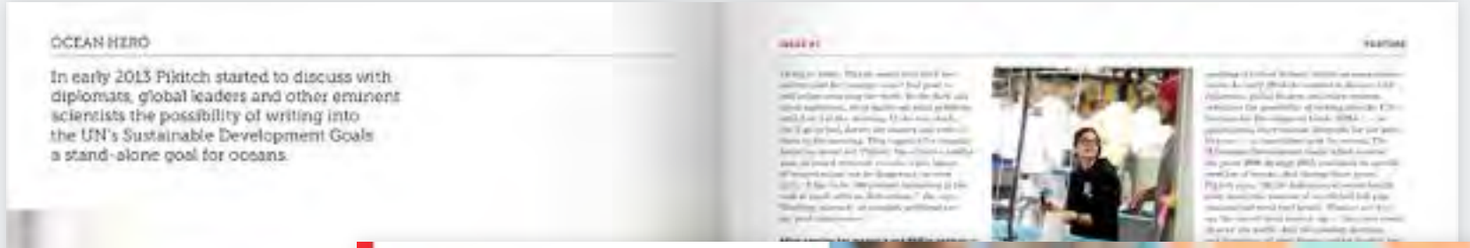
Stony Brook University
FAR BEYOND

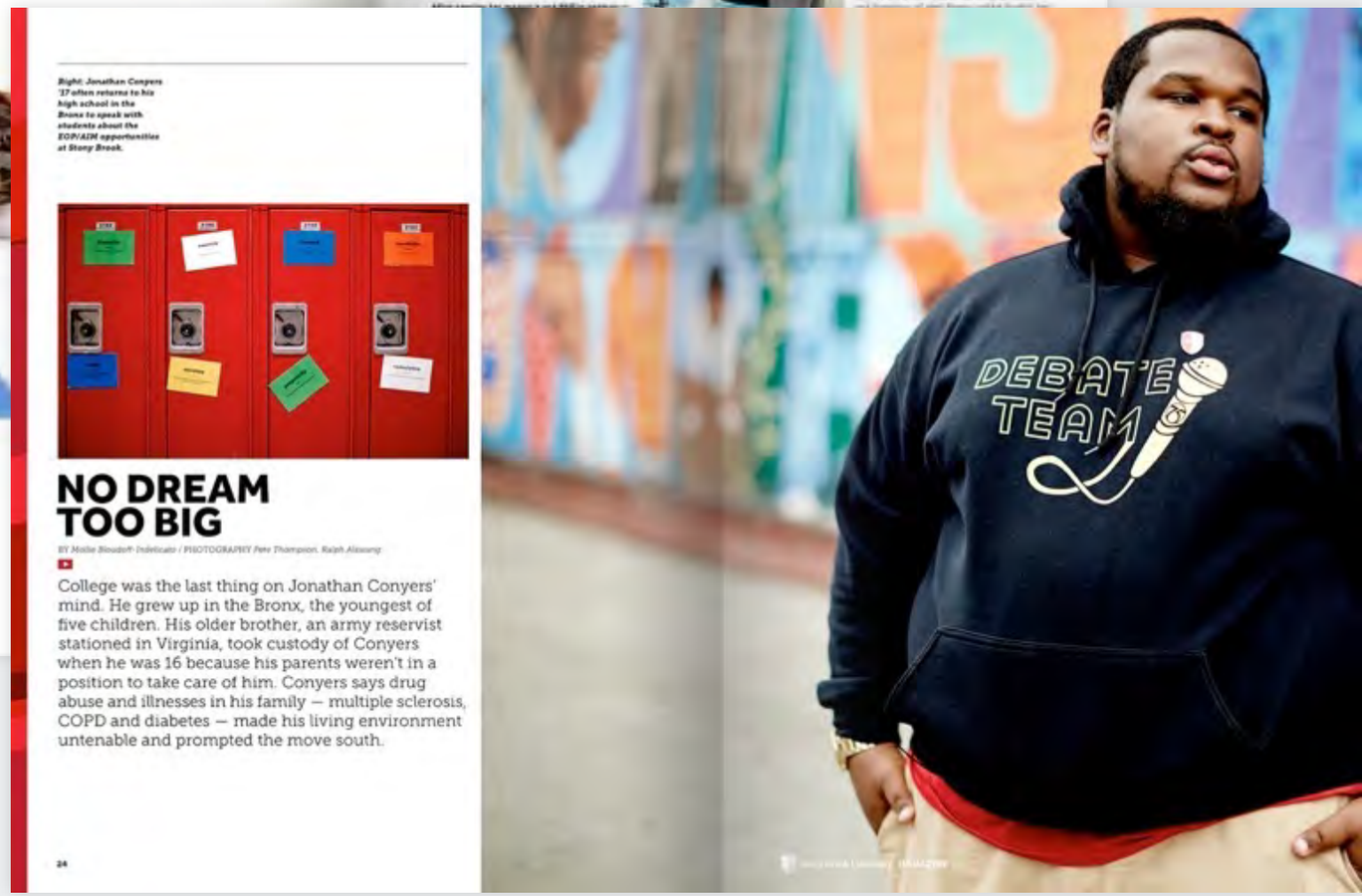
THE CAMPAIGN FOR STONY BROOK
MAGAZINE
01
Ocean Hero
18
No Dream Too Big
24
Personalizing Brain Surgery
30

THE CAMPAIGN FOR STONY BROOK
THE CASE FOR STONY BROOK

40 MOMENTUM
18 OCEAN HERO
24 NO DREAM TOO BIG
30 PERSONALIZING BRAIN SURGERY
36 THE CASE FOR STONY BROOK
40 WHERE CREATIVITY LIVES ON
42 COMMUNITY
48 FOCUS

PRESIDENT'S LETTER


OCEAN HERO
In early 2013 Pikitch started to discuss with diplomats, global leaders and other eminent scientists the possibility of writing into the UN's Sustainable Development Goals a stand-alone goal for oceans.


NO DREAM TOO BIG
College was the last thing on Jonathan Conyers' mind. He grew up in the Bronx, the youngest of five children. His older brother, an army reservist stationed in Virginia, took custody of Conyers when he was 16 because his parents weren't in a position to take care of him. Conyers says drug abuse and illnesses in his family — multiple sclerosis, COPD and diabetes — made his living environment untenable and prompted the move south.
DEBATE TEAM

FAR
BEYOND
THE
CLASSROOM

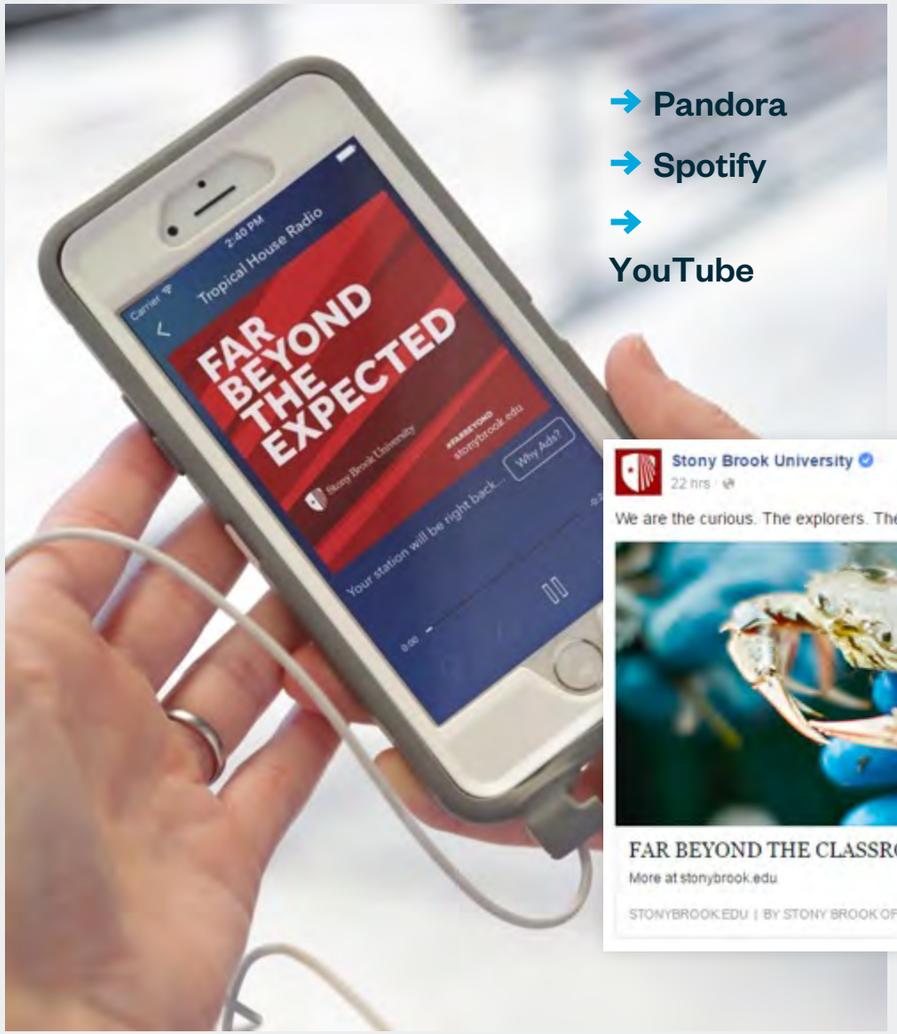
FAR
BEYOND
Stony Brook
University

FAR
BEYOND
MAXIMUM
IMPACT
Stony Brook University, one of only seven universities with a role in running a national laboratory, is at the forefront of scientific and technological innovation that is fueling new industries, improving lives and deepening our understanding of the universe.
We give students the opportunity to conduct hands-on research while exploring the most important questions of our time.

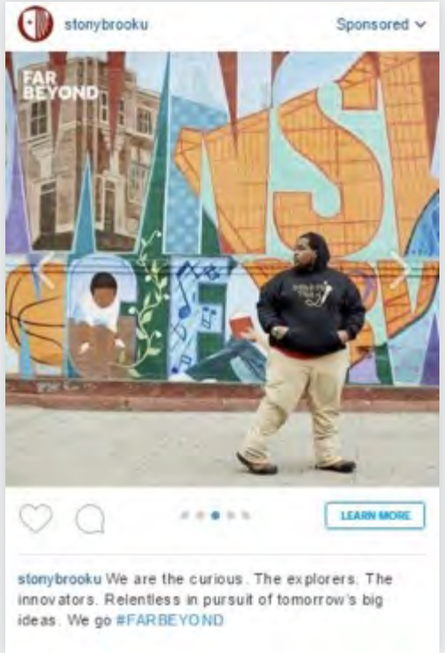
FAR BEYOND MAXIMUM IMPACT
WE ARE THE CURIOUS
A REAL DIFFERENCE
THE BIG IDEAS
WE ARE STONY BROOK UNIVERSITY
FAR BEYOND

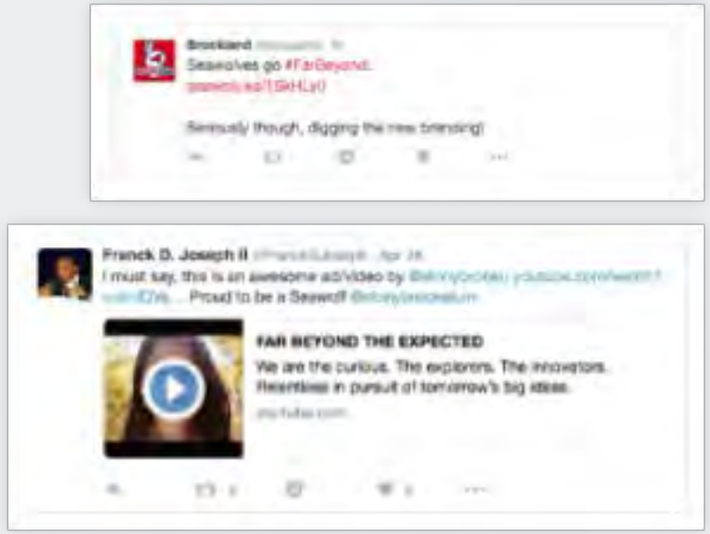
FAR BEYOND NEW YORK
FAR BEYOND

FAR BEYOND NEW YORK
Stony Brook University spans the globe in search of solutions to the most pressing problems of our time. Our trailblazing faculty and researchers are working at the forefront of today's critical issues, while our students are preparing for the challenges of tomorrow in places as far away as our world-class research center in Madagascar.
Stony Brook University
SPORTS CENTER



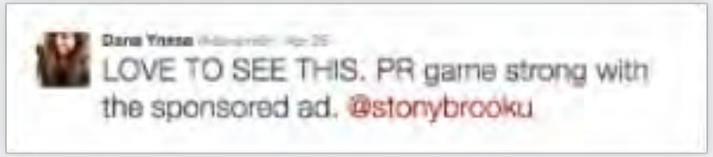
- Pandora
- Spotify
- YouTube

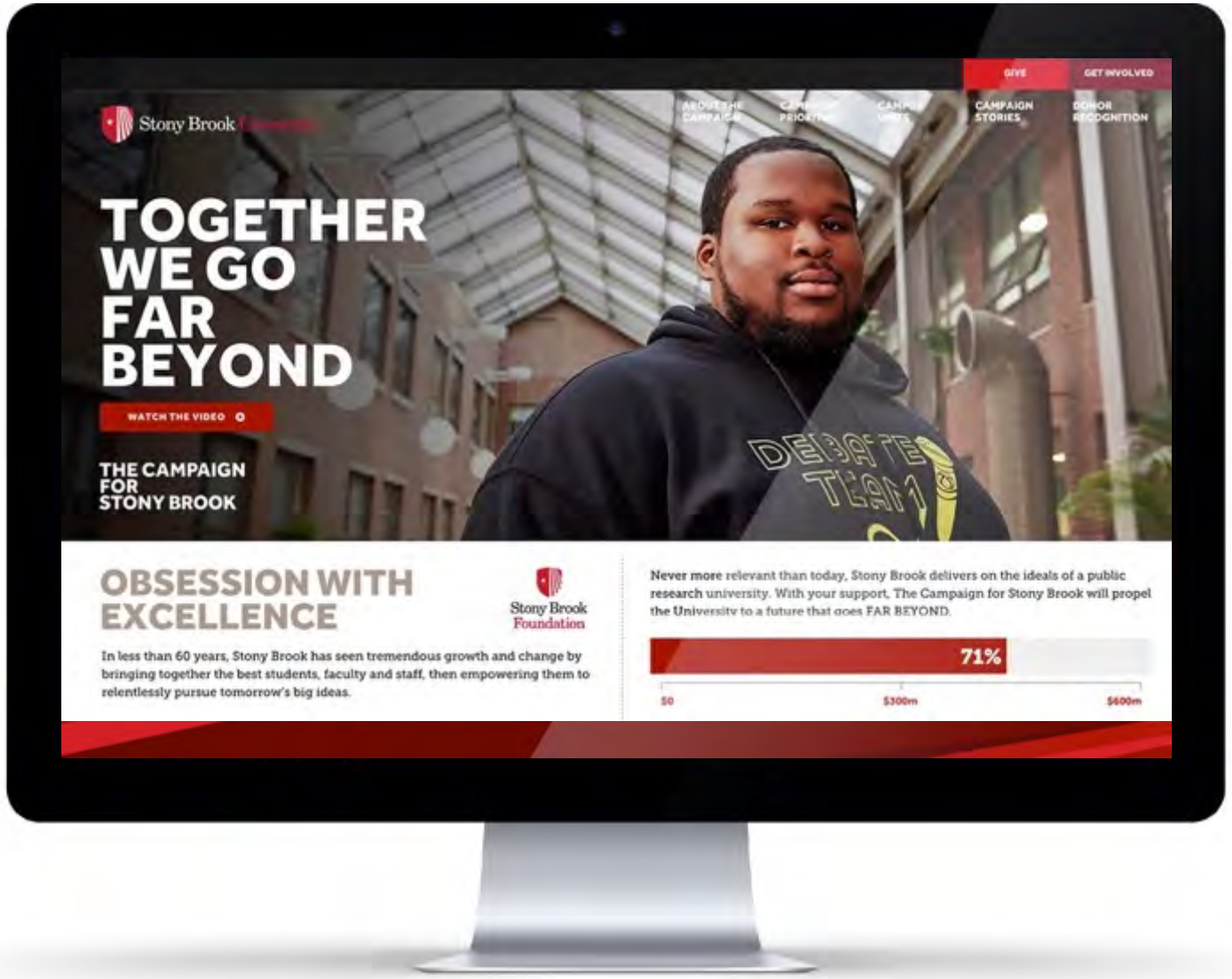



Brookland
Seawolves go #FarBeyond.
Seriously though, digging the new branding!
Franck D. Joseph II
I must say, this is an awesome ad/video by
Proud to be a Seawolf
FAR BEYOND THE EXPECTED
We are the curious. The explorers. The innovators.
Relentless in pursuit of tomorrow's big ideas.

rob_ruzic
Stony Brook Univ... ›
FOLLOW
FAR BEYOND NEW YORK
236 likes
rob_ruzic I'm a Seawolf, and I go #farbeyond

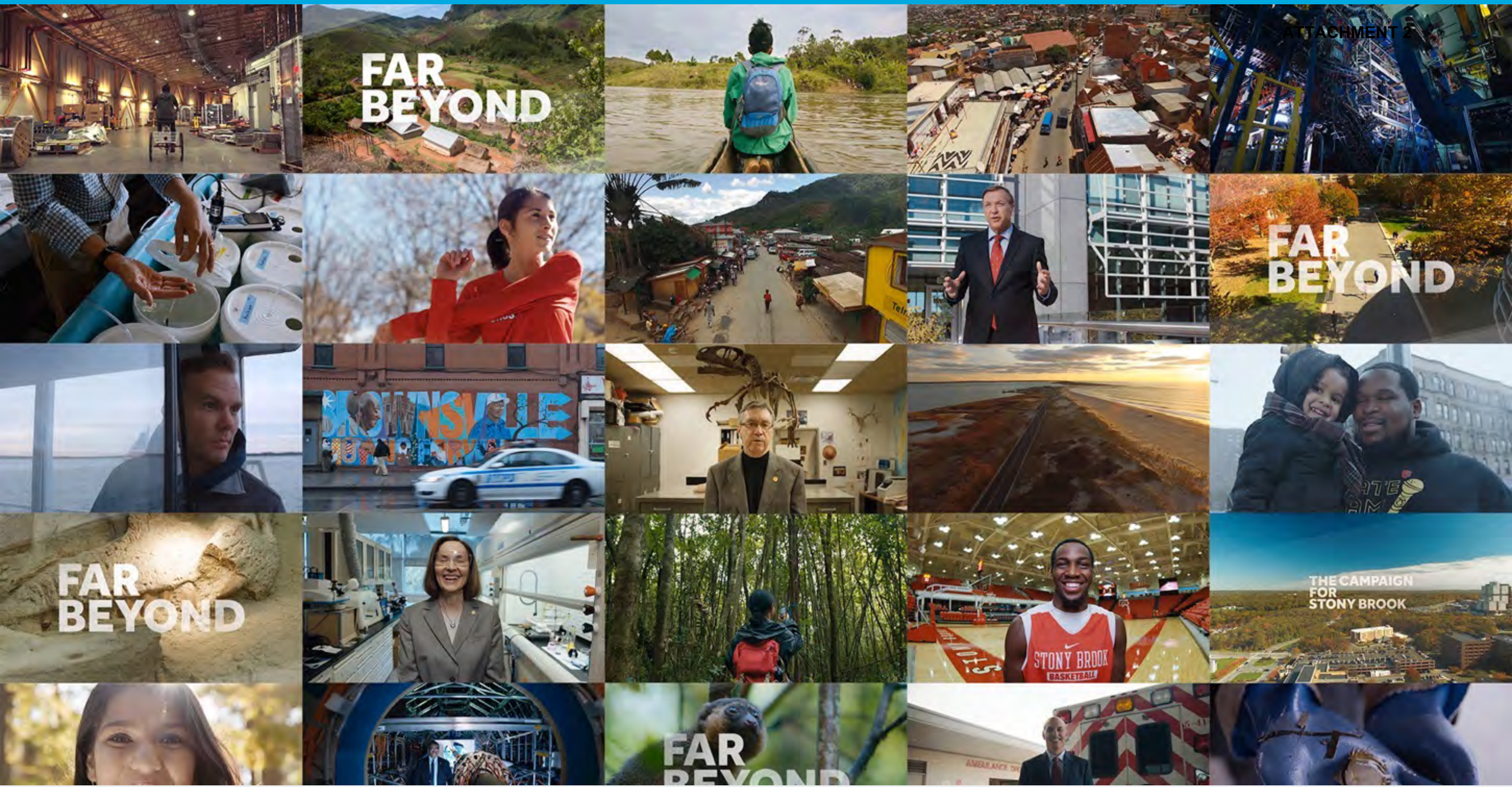
Brittany Snow
When your Univeristy is amazing >>> #farbeyond
FAR BEYOND THE EXPECTED
We are the curious. The explorers. The innovators.
Relentless in pursuit of tomorrow's big ideas.
youtube.com


Dana Yness
LOVE TO SEE THIS. PR game strong with the sponsored ad. @stonybrooku


Stony Brook
GIVE
GET INVOLVED
CAMPAIGN STORIES
DONOR RECOGNITION
TOGETHER WE GO FAR BEYOND
WATCH THE VIDEO
THE CAMPAIGN FOR STONY BROOK
OBSESSION WITH EXCELLENCE
Stony Brook Foundation
In less than 60 years, Stony Brook has seen tremendous growth and change by bringing together the best students, faculty and staff, then empowering them to relentlessly pursue tomorrow's big ideas.
Never more relevant than today, Stony Brook delivers on the ideals of a public research university. With your support, The Campaign for Stony Brook will propel the University to a future that goes FAR BEYOND.
71%
$0
$300m
$600m

THE CAMPAIGN FOR STONY BROOK

AMBULANCE DRO
5-41
Stony Brook


FAR
BEYOND
FAR
BEYOND
FAR
BEYOND
THE CAMPAIGN
FOR
STONY BROOK
STONY BROOK
BASKETBALL
FAR

Stony Brook University

Research / Strategy / Digital / Creative

Brand Metrics —

Brand Health
- Opinion of Stony Brook
- Change in opinion over time
- Familiarity with Stony Book
- Familiarity with competitive set
- Pride in association with Stony Brook
- Likelihood to recommend to prospective students
- Academic quality
- Alumni Engagement

Brand Launch
- Level of agreement with key brand messaging
- Awareness of “tagline”
- Effectiveness of campus banners, posters and signage
- Effectiveness of comms and advertising
- Effectiveness of website comms

Advertising Digital
- Impressions
- Video views
- Clicks
- CTR
- CPC
- Social engagement
- Brand lift

Advertising Traditional
- Readership
- Impressions
- Estimated eyes on

Website
- Total visits
- Time on site
- Page views
- New/return visitors
- Bounce rate
- Traffic sources
- Request for Information
- Campus visit
- Application
- Content engagement
- Impact and effectiveness of website

Case Study

Butler University

Butler University Research / Strategy / Creative / Digital

BUTLER

We're privileged to enjoy long relationships with many of our clients; Butler University is no exception.

Following extensive, in-depth research in 2014, we determined the Bulldogs should focus their brand strategy on the remarkably successful outcomes Butler grads regularly achieve. Ultimately, we suggested a positioning centered around **"The Right Outcomes. The Right Way."**

We then helped Butler to establish a system for regularly measuring their brand equity over time.

And following another deep dive into Butler's brand, we recently widened the Butler outcomes story and doing something no one in or outside of the University had ever been able to do—effectively and efficiently (and emotionally) bring **"The Butler Way"** to life—in a way that widens the brand strategy to other audiences and sets the tone for an upcoming fundraising campaign.

Approach

- Conducted comprehensive research to measure awareness and perceptions.
- Developed a brand positioning statement and an extended messaging map.
- Established baseline data to measure brand equity.
- Have refined and re-worked their original positioning to help establish a broader context for the brand to support an upcoming fundraising campaign.
- Developed an overall brand mantra/narrative as well as campaign names and concepts.
- Extended brand concept and messaging across all schools and colleges
- Developed a Mascot Strategy to flex the brand promise and personality around leveraging a beloved university asset

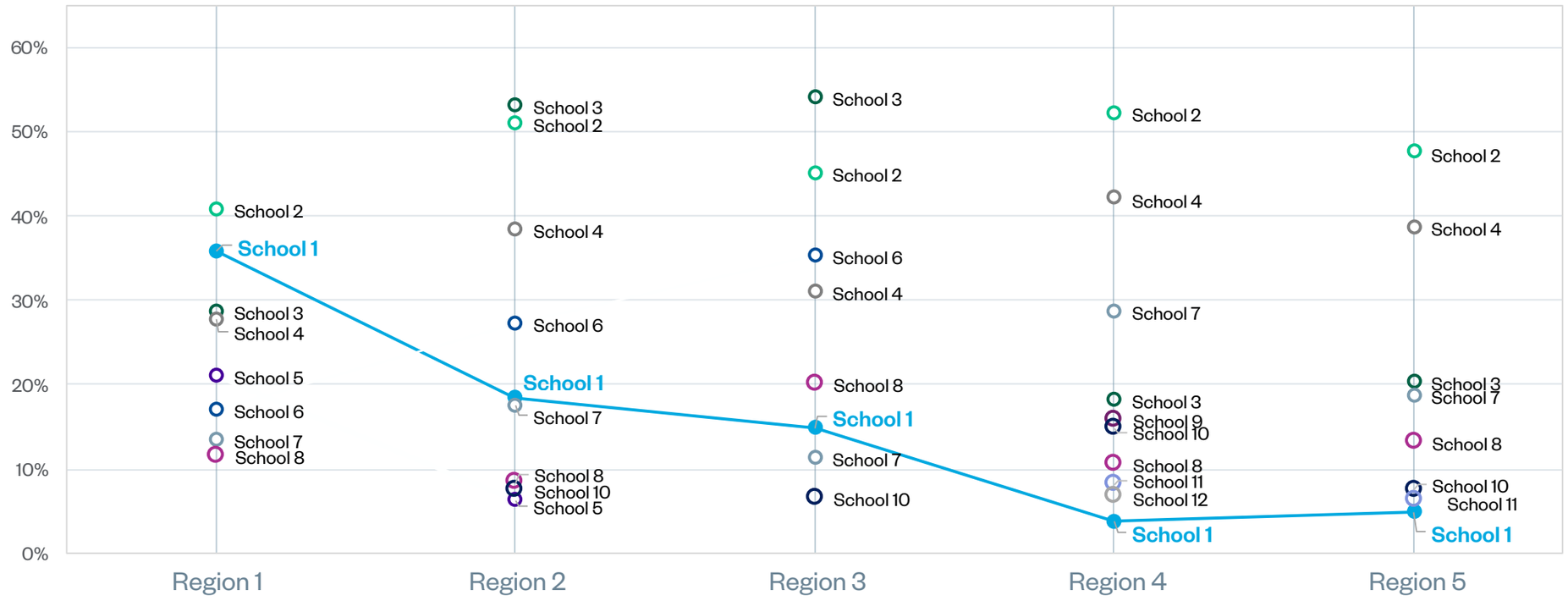
Results

- **11% increase in web visitors.**
- **31% application increase.**
- **21% overall deposit increase.**
- **Largest incoming freshman class in Butler history (2016).**
- **Growth in brand equity index towards 2020 strategic plan goal.**
- **8% increase in students selecting Butler as an excellent school from an aided list.**
- **9% increase in students who were somewhat or very familiar with Butler.**
- **17.5% increase in students indicating they are interested in attending.**

Aided Identification of Excellent Schools

UG Prospects, By Region

BUTLER



This data has been anonymized to protect Client.

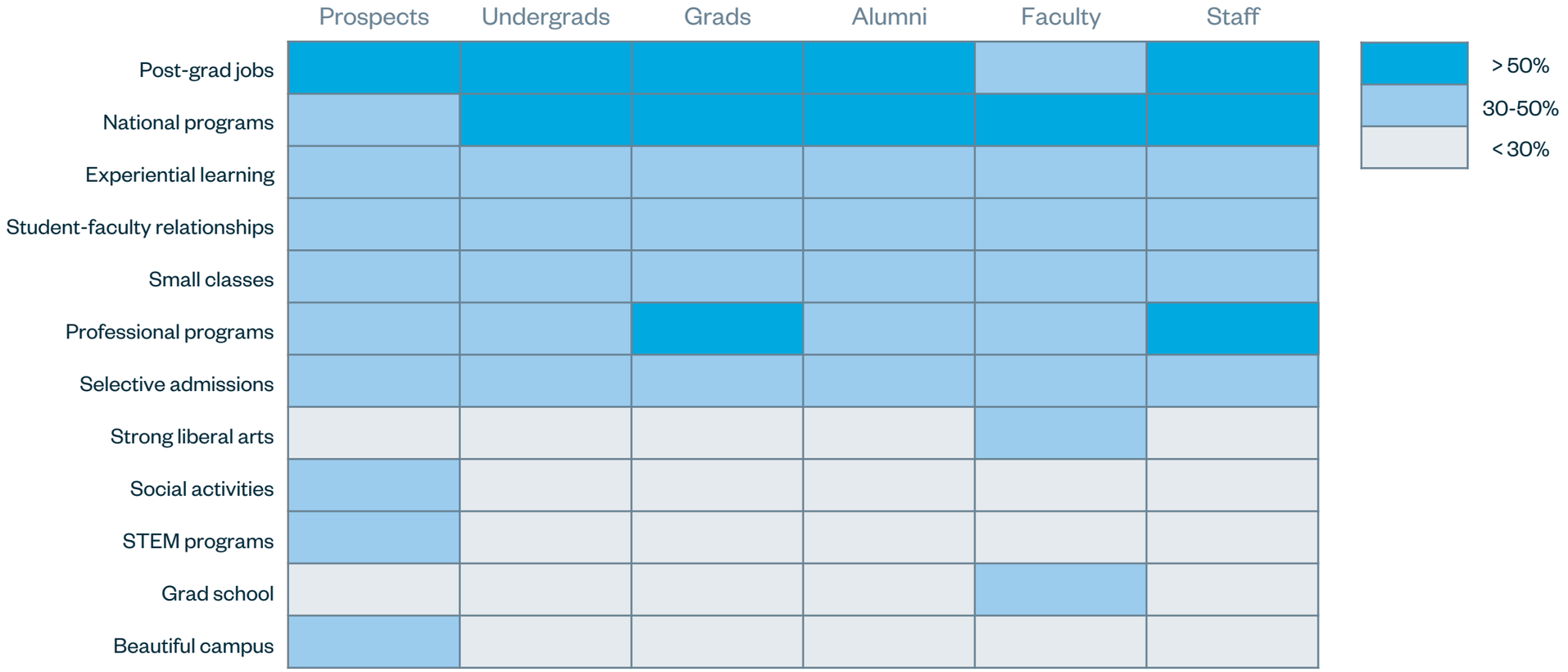
When you think of excellent colleges and universities, which FIVE of the following come to mind FIRST? (max pick FIVE)

CONSENT - BAHR TAB 5 Page 49

Most Important College Attributes

All Audiences

BUTLER



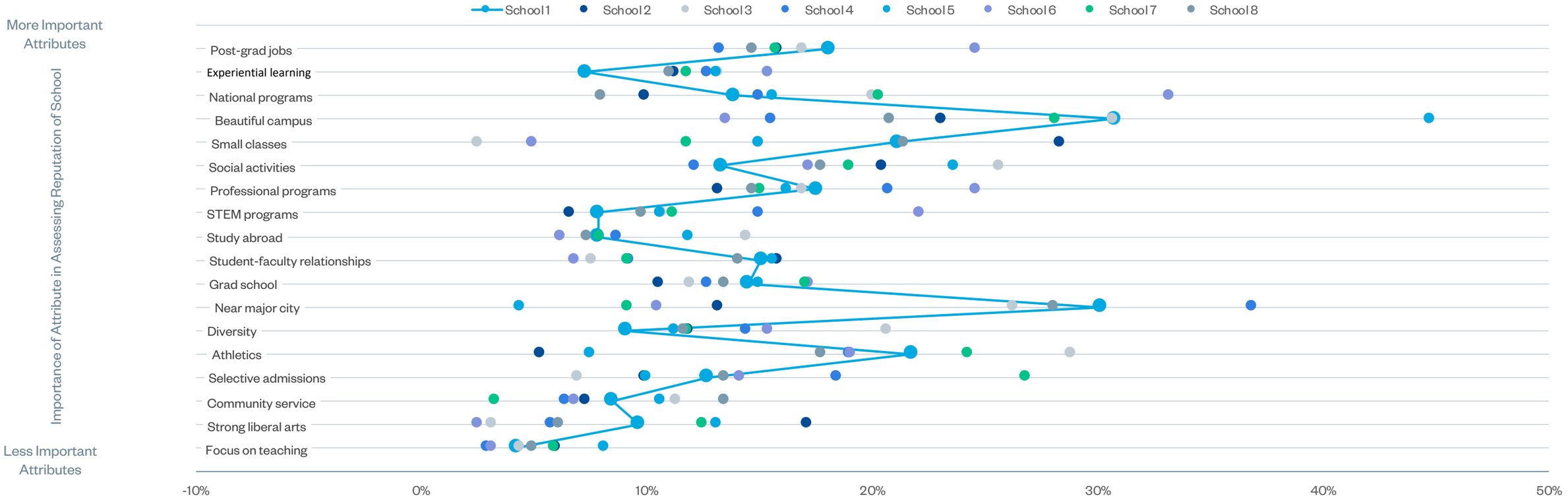
This data has been anonymized to protect Client.

When assessing the reputation of a university, which FIVE of the following are most important to you?

Top Associations with Butler and Key Competitors UG Prospects

BUTLER

Important College Attributes vs. Top Competitor Associations



This data has been anonymized to protect Client.

Which FIVE of the following attributes BEST describe [School]?

BRAND PROMISE

THE RIGHT OUTCOMES. THE RIGHT WAY.

POSITIONING STATEMENT

Butler University readies its students for successful careers and meaningful lives by combining an intimate academic environment with real-world experiences to create compassionate, adaptive thinkers.

A good life is more than a good job. And a college degree is more than what you learn in the classroom. At Butler, the meaningful interactions and experiences you share with a close-knit community ensure that you're ready. Small classes, opportunities to engage directly with faculty, and real-world experience through internships, research with faculty mentors, performances, and community engagement give students the knowledge and skills required to get to work. The Butler Way drives us to always seek better—better outcomes, a better community, and a better world.

BRAND PILLARS

HIGHER LEARNING

An experiential education that prepares students for successful careers and lives of purpose.

GREATER DOING

Students and graduates put their education into action every day in communities at home and around the world.

BETTER LIVING

Empowering graduates to lead meaningful, productive, and rewarding lives.

BRAND PILLARS

HIGHER LEARNING

An experiential education that prepares students for successful careers and lives of purpose.

GREATER DOING

Students and graduates put their education into action every day in communities at home and around the world.

BETTER LIVING

Empowering graduates to lead meaningful, productive, and rewarding lives.

SAMPLE PROOF POINTS

No. 1 Most Innovation (Innovative) School among Midwest Regional Universities (*U.S. News and World Report*, 2018).

No. 2 overall among Midwest Regional Universities (*U.S. News and World Report*, 2018).

94 percent of Butler grads agree or strongly agree their professor made them excited about learning as a student on campus (Purdue-Gallup Index, 2016).

82 percent of Butler grads agree or strongly agree it was the perfect school for them, a rate 15 percentage points higher than the national average (Purdue-Gallup Index, 2016).

Gallup identified six critical experiences related to academic support and experiential learning that are strongly associated with how graduates fare in life. Butler excels in each of these areas, outperforming other universities in Indiana, and the national average.

Butler is listed among the best in the nation for internships, the first-year experience, study abroad, and undergraduate research/creative projects (*U.S. News and World Report*, 2018).

95 percent of students participate in some form of internship, student teaching, clinical rotation, research, or service-learning experience

100 percent of students participate in a community-engaged learning course, and 94 percent are involved in some other volunteer experience while at Butler University.

Butler earned the 2015 Community Engagement Classification by the National Carnegie Foundation.

97 percent placement rate (2016)

No. 1 in the nation for business internships (*Bloomberg BusinessWeek*)

Butler graduates outperform other universities in Indiana, and the national average, in five key areas of well-being (Gallup Healthways Well-Being Index, 2016).

Nearly 80 percent of Butler graduates are deeply interested in their work (Gallup-Purdue Index, 2016).

BUTLER
UNIVERSITY
Live Mascot
Strategy & Guidelines

WHO IS BUTLER BLUE?

BUTLER UNIVERSITY
LIVE MASCOT STRATEGY & GUIDELINES

01 STUDENT RECRUITER

Every fall and spring, Blue hits the road making in-home visits to the best and brightest in Indiana and beyond. He generates a freshman class and national publicity for Butler.

Unit Impacted

- Butler University
- Enrollment Management

02 CULTURAL ATTACHÉ

When he's not at Clowes Hall introducing a new act, you may find him in the media studio at CCOM mixing tracks or compiling a new Spotify playlist. Off campus, he frequents Newfields for exhibition openings or the Indianapolis Public Library sharing his book with future Butler students.

Unit Impacted

- JCA
- LAS
- CCOM

03 BUSINESS ADVISOR

An entrepreneur at heart, Blue loves to "advise" local businesses, celebrate when students line up great internships, and grow his own line of apparel and merchandise.

Unit Impacted

- Lacy School of Business

P. 7

HOW BLUE COMMUNICATES

LIVE MA

01 VOICE & TONE

Butler Blue lifts the spirits of all who come in contact with him. Content for Blue is at times lighthearted and fun. At other times, the content is showcasing a strategic initiative at Butler University. While Blue supports various organizations outside of the University, Blue doesn't wade into polarizing or controversial subject matter.

His tone is

- Positive
- Lighthearted
- Excited
- Supportive
- Spirited

02 DIGITAL COMMUNICATIONS

Butler Blue has a select number of digital channels where he "speaks". The official accounts are below. New platforms and accounts are not to be created without express consent from the Butler University division of Marketing and Communications.

Official Blue accounts

- Twitter
  @TheButlerBlue
- Instagram
  @TheButlerBlue
- Facebook
  facebook.com/TheButlerBlue/
- YouTube
  youtube.com/ButlerBlue
- Snapchat

03 VISUAL

Butler Blue is
and off campu
we adhere to
is in public ar
or captured o

- **Do** have his
  harness/lea
- **Do** dress hi
  athletic eve
- **Do** dress fo
  university e
- **Do** dress hi
  surroundin
  (e.g. lab coat
- **Do** use Blue
  the Changi
  photoshoots

Elizabeth Johnson

Chairman & Partner

Elizabeth is a nationally-recognized expert in the use of research to drive strategic marketing and branding efforts for colleges and universities. An industry leader, she annually leads scores of workshops and presentations at a veritable alphabet soup of higher education-related conferences and symposia.

When she's not presenting on research techniques, brand strategy, marketing metrics, and ROI, you'll find her practicing what she preaches with our clients nationwide.

Education: James Madison University (B.S. in Mathematics); Fordham University (M.B.A. with a concentration in Marketing)

Jason Simon

CEO & Partner

Jason leads brand strategy and creative engagements with our clients. Before joining SimpsonScarborough, Jason was the Executive Director of Marketing Communications for the University of California, and prior to that, he held a similar position at North Carolina State University.

Earlier in his career, he served in brand strategist roles supporting corporate and consumer brands. Jason was honored as the American Marketing Association's Higher Education Marketer of the Year in 2013.

Education: North Carolina State University (B.A. in Communications)

Matt McFadden

VP, Strategy

Working at the intersection of research and creative, Matt oversees our strategy team, leading research and brand projects. Matt wrote the inaugural Give Day strategy for Clemson University in 2015, recently led brand and campaign strategy projects for Cal Poly and Seattle University, and is currently leading institutional brand strategy projects for the University of Florida and the University of Washington.

Education: Auburn University (B.S. in Marketing)

Kristen Creighton

VP, Accounts

Skillfully ensuring the needs of our clients are met while working closely with our internal team to provide needed resources, Ryan is a true professional. Throughout his career, he has developed extensive experience in numerous industries including higher education, government, and nonprofit. By facilitating project-level conversations, monitoring job progress, and maintaining client relationships, Ryan delivers amazing results.

Education: James Madison University (B.A. in Communications); Northwestern University (M.S. in Journalism)

Ryan Rekstis

Account Director

Skillfully ensuring the needs of our clients are met while working closely with our internal team to provide needed resources, Ryan is a true professional. Throughout his career, he has developed extensive experience in numerous industries including higher education, government, and nonprofit. By facilitating project-level conversations, monitoring job progress, and maintaining client relationships, Ryan delivers amazing results.

Education: The Ohio State University (B.S. in Communication)

Sara Wallace

Director, Media Planning & Strategy

Sara has 13 years experience in marketing, media and crisis communications. She has spoken at regional social media and marketing conferences and taught social media marketing and strategic communications in business at the School of Business at SUNY Oswego. Sara has worked or consulted with in varying capacities include SUNY, Stonybrook University, Ithaca College, Roberts Wesleyan and University of Rochester Medical Center. She also has extensive experience planning and buying in media markets across the Northeast and Midwest.

Education: Hobart and William Smith Colleges (B. A. in History & Communications, Political Science and Russian Studies); SUNY Oswego (M.A. in History & Communications)

Andrea Green

Integrated Media Specialist

Andrea has experience in email marketing, social media marketing, and media. She has worked in a variety of industries, with clients ranging from Fortune 500 companies to institutions like Rochester Institute of Technology (RIT). Her experience has allowed Andrea to hone her digital marketing skills and discover how a variety of media can tell one cohesive story. She especially enjoys higher education because she believes everyone should have the opportunity to learn, no matter their circumstances.

Education: Rochester Institute of Technology (B.S. in New Media Marketing)

Emma Miller

Strategist

Emma leads the development of strategic media and marketing deliverables. By assessing primary and secondary research, communications, marketing analyses, and historical performance, she ensures that campaigns perform to their highest standard. She provides strategic analysis, day to day communications and project management for clients. Emma's client portfolio has included media planning and strategy across the New York, Pennsylvania, New Hampshire and Massachusetts markets.

Education: SUNY University at Buffalo (B.A. in Communication)

Bob Rafferty

VP, Creative and Digital

Bob has worked in various agency and in-house leadership roles for his entire career, most recently as managing partner at the digital agency Knowble Media. He spends most of his time working with clients developing digital strategy while also leading the UX/UI and development teams. Bob has been a guest speaker at the American Marketing Association's Higher Education Symposium and has won several innovation awards from the Council for Advancement and Support of Education (CASE).

Education: Wittenberg University (B.A. in Political Science)

Cole Londeree

AVP, Creative Director

Cole oversees all design work produced at SimpsonScarborough. She also directs the development of conceptual and tactical brand design for our partner institutions, utilizing her extensive experience working with clients in higher education and beyond. Never complacent, constantly pursuing improvement and growth, Cole surprises virtually no one with the list of awards and honorable mentions she's received from design industry organizations such as Brand New, HOW Awards, and the Columbus Society of Communicating Arts.

Education: Columbus College of Art and Design (B.F.A. in Advertising & Graphic Design)

Mike Roe

AVP, Creative Director

Mike is an award-winning creative director and copywriter with over 20 years' experience. He started his career in Los Angeles, where he created copy and concepts for movie posters and theatrical trailers. Since 2010, he has worked almost exclusively in higher education, writing and concepting print, web, and video campaigns for numerous clients including William & Mary, Notre Dame, and Cal Poly.

Education: University of Notre Dame (B.A. in Marketing and Theatre)

Jason Shough

Director, Copy & Content

Jason has shaped the voices of brands, both large and small, for more than a decade. As a graduate of the Medill School at Northwestern, he started his career in the Columbus Dispatch newsroom before joining Ohio State as a presidential speechwriter. Since 2014, Jason has worked on the agency and consulting side of the business, writing celebrated campaigns for schools and organizations of all types and sizes. He brings extensive experience in fundraising communications as well as healthcare advertising, having served as lead copywriter for multiple global pharma brands.

Education: Northwestern University (M.S in Journalism, Media, Integrated Marketing Communications); The Ohio State University (B.A. in English)

Section 2.2

Approach and Schedule

Proprietary Information Redacted

Section 2.3

Fee Structure

Proprietary Information Redacted

Section 3.0

References

Professional References

BUTLER UNIVERSITY

Stephanie Judge-Cripe,
VP for Marketing and Communications

770 West Hampton Drive, Indianapolis, IN 46208
sjudge@butler.edu
(585) 475-4727

- Conducted three waves of comprehensive research to measure brand awareness and perceptions. (Baseline: 2013; Wave 2: 2014; Wave 3: 2018).
- Developed a brand positioning statement and an extended messaging map.
- Established baseline data to measure brand equity.
- Developed an overall brand mantra/narrative as well as campaign names and concepts.
- Extended the university messaging to the university's six schools and colleges.
- Currently engaged in full web overhaul , including website redesign and development.

INDIANA TECH

Brian Engelhart,
VP Marketing and Communications

1600 E. Washington Blvd., Fort Wayne, IN 46803
bwengelhart@indianatech.edu
(260)422-5561 X2299

- Deployed online surveys among a variety of internal and external audiences to capture a holistic view of attitudes and perceptions of IT.
- Created a smart, strategic and authentic positioning framework that underscores the full magnitude of the university's people and programs.
- Developed a brand strategy for Indiana Tech centered around three key pillars: Education for one and all, Engagement at the core, and Leading-edge mindset

CAL POLY

Royaa Silver,
AVP Creative Services

1 Grand Avenue, San Luis Obispo, CA 93407
rsilve01@calpoly.edu
(805) 756-2874

- Comprehensive research, brand strategy, and creative.
- 18-month project that included deep campus engagement with senior leadership, Deans, faculty and staff, student groups, Alumni Advisory Boards, and other stakeholders.
- Created and successfully rolled out a new university logo, color palette, typography, and brand architecture system and guidelines.
- Developed a brand concept and key prototypes while also producing campus environmentals and graphics to support the opening of the campus visitors center.
- Named and created the messaging strategy and identity for the $700,000 "The Power of Doing" campaign, campaign case statement, and website.

UNIVERSITY OF THE PACIFIC

Marge Grey,
AVP for Marketing and Communications

3601 Pacific Avenue, Stockton, California 95211
mgrey@pacific.edu
(209) 946-2746

- Performed extensive discovery & assessment of Pacific's site and web assets
- Redesigned website as part of an overall brand development project; web design and development was prioritized based on client timeline.
- Developed video & photography library aligned with new brand and web deliverables.

On behalf of our Alexandria, Oakland, and Columbus offices,

Thank you.

Offices —

Washington, DC
2000 Duke St, Ste 300
Alexandria, VA 22314

Oakland, CA
4008 Ardley Ave
Oakland, CA 94602

Columbus, OH
45 E Lincoln St
Columbus, OH 43215

Ownership —

Elizabeth Johnson
Chairman & Partner
esj@simpsonscarborough.com

Jason Simon
CEO & Partner
js@simpsonscarborough.com

Identification Numbers —

Dun & Bradstreet / 140190922

Tax Identification / 35-2142037

Virginia SWaM / 709980

Contract Authorship —

Chelsea Woodard
AVP, Operations
cw@simpsonscarborough.com

Simpson Scarborough

SimpsonScarborough is a woman-owned firm.

simpsonscarborough.com →

ATTACHMENT 1
Signature Page

THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. THIS SIGNATURE PAGE MAY NOT BE MODIFIED AND MUST BE SIGNED BY HAND. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE SPECIFICATIONS, TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE SOLICITATION.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS PROPOSAL FOR THE OFFEROR AND THE PROPOSAL IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A PROPOSAL FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR AN OFFEROR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE RESPONSE TO THIS RFP OR ANY OTHER FAILURE BY THE OFFEROR TO CONSIDER THE TERMS AND CONDITIONS IN THE RESPONSE TO THE RFP.

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SOLICITATION.

Failure to comply with these requirements may result in disqualification and your response being deemed non-responsive.

Please complete the following information:

OFFEROR (Company Name) SimpsonScarborough

ADDRESS 2000 Duke Street, Ste 300

CITY Alexandria STATE VA ZIP CODE 22314

TOLL-FREE # N/A PHONE # 571-257-7251

EMAIL cw@simpsonscarborough.com

FEDERAL TAX ID / SSN # 35-2142037

SIGNATURE PAGE MUST BE HAND-SIGNED OR SIGNED USING AN APPROVED UNIVERSITY METHOD & RETURNED FOR PROPOSAL TO BE CONSIDERED

Signature 11/15/2021 **Date**

Chelsea Woodard **Please type or print name:** AVP, Operations **Title:**

ATTACHMENT 3 - COST PROPOSAL

Based on the fixed budget of $600,000, please provide a list of costs per the following deliverables and scope of work. We are looking for an idea of how you would break out the budget and where and how you would apply the funds. The $600,000 is to cover all costs for creative development, ad placement and media buys.

Desired Proposal:

Media mix (ad placements)

Production quality - samples (concept to delivery)

Insight and analytics (tracking of ads)

TACTIC	DETAILS	FREQUENCY	QUOTE	LEAD TIME
New Institutional Spot	Creative development and production of a :30 TV spot and multiple "vignettes" of the faculty featured. *To include additional videos (vignette) using the same content for social media (5-15 seconds).*	The :30 spot offers broad exposure for the brand, is placed extensively in our marketing and airs during national, athletic broadcasts	Included in the $145,000 creative asset development costs	TBD upon timing of in-person shoot
Targeted, digital advertising (Google ads, display ads, social media, etc. all in concert with Salesforce integration.)	Location-based, targeted to specific demographics, essential to our digital-first strategy. (Creative, analytics and implementation)	Ongoing, but with an emphasis on fall and spring to help drive enrollment and brand recognition at key times during the academic cycle	$50,000 includes campaign launch and reporting	6-12 months
Out of Home (billboards)	Billboard placements in Idaho and/or key regions for enrollment (Creative & placement)	Annually for three months	Included in media and creative fees; we will work with Boise State to determine placements	6-12 months
Video Streaming	OTT (over the top) advertising on Sling, Roku, YouTube, etc. (using the new spot)	Ongoing	Same as above	N/A
Brand Platform Development, Media Buying and Support	Assist with brand platform development, media buying, etc.	Ongoing	$75,000 for brand, marketing, content and media strategy	N/A

$185,000 media spend

More detail can be found on p. 83 of our proposal.

RECEIPT CONFIRMATION

RFP # KK22-119

Amendment 01

Amendment 01 consists of the following:

1. Page 3, Time updates for the following:

   RFP Closing Date:
   11/15/2021 at 11:59 pm Mountain Time -
   Late responses will not be accepted.

2. Attachment 2 – Questions and answers posted.

----End of Amendment-----

NOTE: ***Return this signed and dated Amendment 01 Receipt Confirmation with your RFP response, otherwise, your bid may be found non-responsive and given no further consideration.***

I confirm that I received and reviewed Amendment 01 for RFP #KK22-119

C Woodard
Signature

11/15/2021
Date

Chelsea Woodard, AVP Operations
Printed Name

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Renewal of Ellucian Contract

REFERENCE

February 2017 Idaho State Board of Education (Board) approved Ellucian contract renewal for an additional five years at a cost not to exceed $3,318,233

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Since 2007, Idaho State University (ISU) has relied on Ellucian products (previously SunGard) for enterprise resource planning (ERP) and other software solutions, primarily Banner and Oracle. Successful implementation and years of improvement and application integration have yielded positive results. The University's use of Banner and other integrated products has included numerous licenses and maintenance agreements with Ellucian. These have all streamlined ISU's business and student engagement processes.

ISU is seeking approval to renew its current contract with Ellucian for Banner, Oracle, and the improved Banner Experience solutions for five years. Ellucian provides core enterprise application software for ISU including financial, employee, and student-related processing.

Board Policy V.I.3.a. requires Board approval for purchase of equipment, data processing software and equipment and consulting or professional services exceeding $1,000,000.

ISU'S initial 10-year contract ended March 31, 2017, and a subsequent 5-year renewal was approved on February 16, 2017. This addendum renews the current contract for another five years at a cost not to exceed $4,609,876. ISU's general counsel and Purchasing Department have reviewed and approved the addendum renewal with Ellucian.

IMPACT

ISU wishes to maintain use of its current Banner ERP system infrastructure as the cost to change would be significant and far exceed the cost to extend the current contract. This renewal falls within the proposed timeframe for future system-wide ERP convergence and won't impact progress of it. Total cost of this contract is not to exceed $4,609,876. This planned expense was budgeted in previous program forecasts.

ATTACHMENTS

Attachment 1 – Proposed Contract

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In 2021, the legislature appropriated $500,000 for "phase 1" of an Enterprise Resource Planning (ERP) study for the four college and universities. This funding was appropriated to a continuously appropriated fund, so it will not revert on June 30, 2022. The Board's direction to move forward with a common ERP system and the timeframe for actualizing that decision resulted in challenges in determining whether multi-year contracts such as the one proposed here by ISU are in the strategic best interest of the system. Past guidance from the BAHR Committee has been that there be a planned convergence of ERP systems while simultaneously demonstrating responsible stewardship in the interim. As such, in the last sixteen months, Boise State University (December 2020), University of Idaho (April 2021) and Lewis-Clark State College (August 2021) have all entered into five-year agreements with their respective ERP solution vendors.

This requested five-year renewal would allow ISU to maintain critical business and student engagement processes until the timeline for an ERP convergence is developed at a reasonable price. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to renew an existing contract with Ellucian for an additional five years at a cost not to exceed $4,609,876.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ellucian

LICENSE EXCHANGE AND ENHANCEMENT ORDER FORM

This Order Form is between **ELLUCIAN COMPANY L.P.** ("Ellucian") and **IDAHO STATE UNIVERSITY** (the "Client"). This Order Form amends the Software License & Services Agreement dated March 28, 2007 between the parties (the "Agreement"). Capitalized terms in this Order Form shall have the same meaning given to such terms within the Agreement unless redefined herein.

Under the Agreement, Ellucian granted Client a perpetual right of use for certain systems of software. Subject to the terms and conditions of the Agreement as modified by this Order Form, Client and Ellucian hereby terminate Client's license for the "**Terminated Perpetual Software**" identified in Exhibit 1 hereto in consideration for a license to use certain software, as identified in the **Subscription Software Table** below, on a term-of-years basis ("**Subscription Software**") and/or certain other software, as identified in the **Cloud Software Table** below, on a term-of-years, Ellucian cloud-provided basis ("**Cloud Software**"). Client is retaining its perpetual license to use certain other Continuing Perpetual Software (as that term is defined below), all subject to the terms and conditions of the Agreement as modified by this Order Form. Accordingly, Ellucian and Client, intending to be legally bound, agree as follows:

Software Term. For purposes of both the Subscription Software and the Cloud Software licensed under this Order Form, the "Software Term" consists of the period of time from March 31, 2022 (the "Beginning Date") until **March 31, 2027** (the "Expiration Date"). At the end of the Software Term (unless otherwise specified in the Documentation or this Order Form), Client's license to access and use the Subscription Software and the Cloud Software will automatically renew for consecutive Contract Years on a year-to-year basis extending the Expiration Date and the Software Term by a year each time, unless either party notifies the other in writing of its intent not to effect such renewal at least ninety (90) days prior to the then-current Expiration Date; automatic renewal beyond the Software Term will be subject to an increase of up to seven percent (7%) annually, for each such renewal Contract Year, in addition to applicable third party fee increase (if any), unless and until the parties execute a written amendment or subsequent order form for a committed renewal term.

Termination of License for Terminated Perpetual Software. Client's license to use the Terminated Perpetual Software is terminated thirty (30) days following the Beginning Date unless otherwise provided in Exhibit 1.

Grant of Licenses Pursuant to This Order Form. Licenses granted pursuant to this Order Form are for Client's internal use only and are subject to all use restrictions and limitations set forth in the Agreement and this Order Form, including referenced attachments. Ellucian grants Client a non-exclusive, non-transferable license to use the Subscription Software and Cloud Software, for Client's internal use, only during the Software Term specified herein, for the fees specified herein. Third party owners of Software licensed or provided for use by Ellucian are third party beneficiaries of this Order Form with regard to each such owner's respective products. Ellucian will deliver Subscription Software identified herein (or will otherwise make such Subscription Software available to Client for electronic access) within thirty (30) days of the Beginning Date. Ellucian will provide the necessary process and procedure for Client's access to the Cloud Software within thirty (30) days of the Beginning Date.

Continuing Perpetual Software. Notwithstanding the termination of Client's license to use the Terminated Perpetual Software as provided for in this Order Form, Client has an ongoing license for use of certain other systems of software as more particularly identified in Exhibit 2 hereto (the "**Continuing Perpetual Software**"), as previously licensed between the parties.

SUBSCRIPTION SOFTWARE TABLE [1,2]	
Description	**Fee**
Ellucian Degree Works Transfer Equivalency	Included

CLOUD SOFTWARE TABLE [1]	
Description	**Fee**
Ellucian Experience Premium [2]	Included
Ellucian Intelligent Learning Platform for Moodle [2]	Included
Ellucian Workflow [2]	Included
Ellucian On Demand Training • 10 Named User Licenses	Included

PAYMENT SUMMARY FOR SUBSCRIPTION SOFTWARE AND CLOUD SOFTWARE	
TOTAL (for Contract Year ending March 31, 2023)	**$143,371**
TOTAL (for Contract Year ending March 31, 2024)	**$147,672**
TOTAL (for Contract Year ending March 31, 2025)	**$152,102**
TOTAL (for Contract Year ending March 31, 2026)	**$156,665**
TOTAL (for Contract Year ending March 31, 2027)	**$161,365**

Notes to Subscription Software Table and Cloud Software Table:

1 For a description of the product details and the terms of service, see www.ellucian.com/contracts-and-documentation.

2 Pricing in this Order Form allows for up to a tier threshold of 9,499 (the "Contracted FTE"). The annual fees shown in the Cloud Software Table do not include implementation/setup services.

Professional Services. Ellucian agrees to provide Client with the Professional Services identified in the Professional Services Table below (the "Services"), for the additional fees set forth in that Table, on the terms and conditions set forth in the Agreement as modified by this Order Form. Where a number of hours is specified within this Order Form for Ellucian's delivery of Professional Services on a time and materials basis, the associated fees shown herein represent a good faith estimate based on the information available to Ellucian as of the Execution Date; the total fees payable for Professional Services may vary based on the actual number of hours of services required to complete the services and the rate that is applicable during the period of Ellucian's delivery of the services. In performing its obligations with respect to services identified herein, Ellucian may use a combination of remote services, centralized services, and onsite services, using personnel worldwide.

PROFESSIONAL SERVICES TABLE			
Description [1,2]	**Hours**	**Rate**	**Fee**
Degree Works Transfer Equivalency Self-Service Implementation eCRM	40	$230	$9,200
Ellucian Workflow Enterprise Implementation Services	96	$230	$22,080
Intelligent Learning Platform (ILP) 5 Implementation	8	$259	$2,072
Ethos Integration Essentials (On-Prem)	32	$230	$7,360
Banner Project Management Services	35	$230	$8,050
Ellucian Experience Single Sign-on	Fixed Fee	Fixed Fee	$7,000
Ellucian Experience Training and Planning	Fixed Fee	Fixed Fee	$7,000
Ellucian Experience Toolkit Workshop	Fixed Fee	Fixed Fee	$7,100
TOTAL PROFESSIONAL SERVICES FEES:			**$69,862**

Notes to Professional Services Table:

1 For a description of the services identified in this Order Form, see the Statement of Work which may be downloaded at the following URL: https://na11.springcm.com/atlas/Link/Document/22174/97423597-f582-ec11-9c46-d89d6716196d/29498b9d-f582-ec11-9c46-d89d6716196d

2 For a description of the terms and conditions applicable to Professional Services, see the Ellucian Professional Services Terms and Conditions at www.ellucian.com/contracts-and-documentation.

Invoicing. Fees for Software Support Services, Subscription Software, and Cloud Software are payable on the basis of a "Contract Year" (consisting of twelve (12) consecutive months beginning April 1) during the Software Term unless otherwise provided herein or in the Exhibits hereto. As applicable based upon the specific products identified in this Order Form, Ellucian will invoice Client:

- on an annual basis, in advance of each applicable Contract Year for Subscription Software and Cloud Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date);
- on an annual basis, in advance of each applicable Contract Year for Software Support Services fees applicable to the Continuing Perpetual Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date);
- monthly on an as-incurred basis in arrears for all Professional Services to be performed on a time and materials basis as well as for reimbursable travel and living expenses and other applicable charges in accordance with the terms of the Agreement if Ellucian's performance of any Professional Services involves onsite delivery (unless the service rate(s) identified in the Professional Services Table indicate that travel and living expenses are included); and
- upon delivery for all Professional Services to be performed on a fixed fee basis;

Payment Terms. Unless a different payment obligation is specified in the Agreement, Client's payments under this Order Form are due within thirty (30) days of the date(s) of invoice(s).

Publicity. From time to time, in the ordinary course of business, Ellucian issues press releases and announcements regarding the completion of transactions with its customers and partners. As partial consideration for the products and services provided by Ellucian, Client agrees to provide Ellucian with reasonable and timely approvals of such press releases and announcements, including (where appropriate), the approval of quotations and acknowledgements to be included in such materials.

By the execution below, each party represents and warrants that it is bound by the signature of its respective signatory for this non-cancelable Order Form. Except as expressly amended by this Order Form, the terms of the Agreement remain unchanged and in full force and effect; any fees due under this Order Form are in addition to and not in lieu of fees already due or scheduled to come due under the Agreement. Client has not relied on the availability of either any future version of any software or any future software product or service.

Ellucian		**Client**	
By:	_____ *Authorized Signature*	**By:**	_____ *Authorized Signature*
Name:	_____ *Printed*	**Name:**	_____ *Printed*
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

The later date of signature above is the "Execution Date" of this Order Form.

The pricing contained in this Order Form is valid only if the Execution Date occurs on or before March 31, 2022.

Client Accounts Payable Contact Information:

Name: _____

Address: _____

City, State, Zip: _____

Email Address: _____

PO# (if applicable) _____

Client Cloud Software Provisioning Contact Information:

Name: _____

Title: _____

Email: _____

EXHIBIT 1

TERMINATED PERPETUAL SOFTWARE TABLE: [1]

Description
Luminis Basic [2]
Banner Integration for eLearning [3]
Banner Integration Technologies [3]
Banner Workflow [4]

Notes to Terminated Perpetual Software Table:

[1] Prior to the Execution Date of this Order Form to which this Exhibit 1 is attached, Client paid Ellucian certain fees as Software Support Services for the Terminated Perpetual Software, either under the Agreement or under a separate maintenance agreement ("Maintenance Agreement"). Client's obligation to pay Ellucian Software Support Services fees for the Terminated Perpetual Software identified in the Terminated Perpetual Software Table above is terminated as of the Beginning Date. Client will receive a credit for any prepaid Software Support Services for the Terminated Perpetual Software for the period commencing on the Beginning Date or will be billed for the Software Support Services for the Terminated Perpetual Software through the Beginning Date, as applicable.

[2] For a description of the transition maintenance applicable to this Software during Client's transition to use of Ellucian Experience, see the Transition Scenario identified in the Ellucian Experience Product Specification Documentation which may be downloaded at www.ellucian.com/contracts-and-documentation. Effective as of the last day of the transition period applicable to Ellucian Experience, Client's license to and right to use Luminis Basic Software and Ellucian's obligation to provide transition maintenance for such Software will terminate.

[3] For a description of the transition maintenance applicable to this Software during Client's transition to use of Ellucian Intelligent Learning Platform, see the Transition Scenario identified in the Ellucian Intelligent Learning Platform Product Specification Documentation which may be downloaded at www.ellucian.com/contracts-and-documentation. Effective as of the last day of the transition period applicable to Ellucian Intelligent Learning Platform, Client's license to and right to use Banner Integration for eLearning and Banner Integration Technologies Software and Ellucian's obligation to provide transition maintenance for such Software will terminate.

[4] For a description of the transition maintenance applicable to this Software during Client's transition to use of Ellucian Workflow, see the Transition Scenario identified in the Ellucian Workflow Product Specification Documentation which may be downloaded at www.ellucian.com/contracts-and-documentation. Effective as of the last day of the transition period applicable to Ellucian Workflow, Client's license to and right to use Banner Workflow Software and Ellucian's obligation to provide transition maintenance for such Software will terminate.

EXHIBIT 2

Ongoing Software Support Services. Client will continue to pay Ellucian Software Support Services fees for the Continuing Perpetual Software as provided in the parties' existing underlying Maintenance Agreement through the Beginning Date. The parties agree following the Execution Date of this Order Form to amend, renew, and extend Software Support Services for the Continuing Perpetual Software (only) for a term commencing on the Beginning Date through the Expiration Date ("Extended Maintenance Term"). During the Extended Maintenance Term applicable to the Continuing Perpetual Software identified below, Ellucian will continue to provide Software Support Services (including Maintenance) on the Continuing Perpetual Software in accordance with the terms and conditions of the Maintenance Agreement and Client will pay the fees specified in the Continuing Software Support Services Table below annually, on the basis of a Contract Year. Absent any further amendment or extension with respect to continuing Software Support Services beyond the Expiration Date, Software Support Services fees for each subsequent Contract Year after the Expiration Date will be specified by Ellucian in an annual invoice and will increase over the immediately preceding Contract Year's fee by not more than seven percent (7%).

For a description of the terms of service applicable to Software Support Services for the Continuing Perpetual Software identified below, see www.ellucian.com/contracts-and-documentation.

CONTINUING PERPETUAL SOFTWARE TABLE (PAID IN ADVANCE):

Description	Maintenance Level	Fee
Automic • Agent per server upgrade Unrestricted Platform • Agent Pricing per UNIX Server • Automation Engine per server upgrade Unrestricted Platform • Banner Agent • UNIX Std Pkg of 2 Automation Engines 1 Agent and GAP	Advantage	Included
Banner CSS Profile	Advantage Plus	Included
Banner Document Management Integration Component	Advantage Plus	Included
Banner Employee Self-Service	Advantage Plus	Included
Banner ePrint Site License	Advantage Plus	Included
Banner Faculty and Advisor Self-Service	Advantage Plus	Included
Banner Finance	Advantage Plus	Included
Banner Finance Self-Service	Advantage Plus	Included
Banner Financial Aid	Advantage Plus	Included
Banner Financial Aid Self-Service	Advantage Plus	Included
Banner Human Resources	Advantage Plus	Included
Banner Operational Data Store Oracle	Advantage Plus	Included
Banner Student	Advantage Plus	Included
Banner Student Self-Service	Advantage Plus	Included
Degree Works	Advantage Plus	Included
EDISmart	Advantage Plus	Included
Ellucian International Student and Scholar Management	Advantage Plus	Included
Financial Aid FM Need Analysis	Subscription Advantage Plus	Included
OpenText • ApplicationXtender Desktop • ApplicationXtender Image Capture • ApplicationXtender Test Bundle • ApplicationXtender Web Access .NET • ApplicationXtender Web Services	Advantage	Included
Oracle Data Integrator Enterprise Edition	Advantage Plus	Included
Oracle Full Use Campus Wide License	Advantage Plus	Included

• Database Configuration Management Pack • Database Diagnostics Pack • Diagnostics Pack for Oracle Middleware • iAS Configuration Management Pack • internet Application Server Enterprise Edition • Internet Developer Suite • Programmer • Relational Database System • Tuning Pack		
TOTAL (for Contract Year ending March 31, 2023)		**$696,518**
TOTAL (for Contract Year ending March 31, 2024)		**$731,344**
TOTAL (for Contract Year ending March 31, 2025)		**$767,911**
TOTAL (for Contract Year ending March 31, 2026)		**$806,307**
TOTAL (for Contract Year ending March 31, 2027)		**$846,622**

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television and Friends of Idaho Public Television, Inc. Operating Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Board policy V.E. outlines the requirements for institution and agency foundations, including the requirement subjecting agency foundations to the same requirements as institution foundations. Pursuant to Board policy V.E.2.b. Foundation Operating Agreements, each institution shall enter into a written operating agreement with each if its affiliated foundation that ensures compliance with Board policy V.E. Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds (collectively "funds") and delivers those funds directly to the institution. If an affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board. Operating agreements shall follow the operating agreement template approved by the Board and found at http://boardofed.idaho.gov/. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

The operating agreement between the Friends of Idaho Public Television, Inc. and Idaho Public Television is due for its three-year review and update.

Updated provisions in the operating agreement include:

1. Schedule II 2. (The dollar amount was changed from $10,000 to $100,000, which was previously approved by the Friends board.)
   Now reads: Items that arise during the year under $100,000 that are not budgeted or that vary significantly from the budget will require approval of the President of the Friends of IPTV. Unexpected costs above $100,000 will require approval from the Executive Committee of the Friends of IPTV.

2. Articles of Amendment to the Articles of Incorporation (The change removes Peter Morrill's name as registered agent.)
   Now reads: The registered agent shall be the General Manager of Idaho Public Television.

3. Current Liability Insurance Coverage

4. Current Bylaws

IMPACT

Approval of the operating agreement will update outdated provisions of the agreement and comply with the three-year re-approval process required in Board policy V.E.

ATTACHMENTS

Attachment 1 – Amended Operating Agreement

STAFF COMMENTS AND RECOMMENDATIONS

This is a standard renewal procedure that occurs every three years. There are no references to historical documents, because this went only to the Audit Committee in the past but will now come before the full Board in compliance with Policy V.E. The changes referenced above have already been vetted and approved by the Friends of IPTV Board. The operating agreement predates the operating agreement template, thus no redline is provided. Should the Board approve the operating agreement, staff recommends the Audit Committee determine whether the operating agreement should be reformatted in conformance with the template for the next three-year review. Staff recommends approval.

BOARD ACTION

I move to approve the updated operating agreement between Idaho Public Television and Friends of Idaho Public Television, Inc. as provided in Attachment 1 and to authorize the General Manager to execute the agreement on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OPERATING AGREEMENT BETWEEN THE FRIENDS OF IDAHO PUBLIC TELEVISION, INC.

AND

IDAHO PUBLIC TELEVISION, AN ENTITY OF THE STATE BOARD OF EDUCATION OF THE STATE OF IDAHO

HTEH HAWLEY TROXELL ENNIS & HAWLEY LLP
ATTORNEYS AT LAW

Boise • Ketchum • Pocatello • Reno
www.hteh.com

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OPERATING AGREEMENT

ARTICLE I
PURPOSE

The Idaho State Board of Education ("SBOE"), acting pursuant to its constitutional authority and authority otherwise delegated by the State of Idaho has adopted policies regarding gifts to public entities and affiliated foundations with the express objective of preserving and encouraging the operation of recognized foundations associated with the institutions, schools and entities under the Board's governance. Idaho Public Television ("IPTV") is one such entity under the SBOE's governance. The Friends of Idaho Public Television, Inc. ("Friends of IPTV") maintains an endowment and operating funds, hereby referred to as "Endowment" affiliated with IPTV, and otherwise enjoys an ongoing working relationship with IPTV intended to enhance and promote the mission of IPTV in the state of Idaho and throughout its service area. IPTV and the Friends of IPTV adopt this Operating Agreement (the "Agreement") with the intent of complying with the SBOE policies regarding gifts and affiliated foundations and support groups in a manner consistent with State and Federal law and regulations, including applicable Federal Communications Commission ("FCC") regulations.

ARTICLE II
INSTITUTIONAL RESOURCES AND SERVICES

A. Administrative and Staff Support

IPTV shall provide to the Friends of IPTV support staff and administrative services for the general purpose of facilitating the organization and conduct of regular and special board and committee meetings, including administrative support for the preparation of agendas, gathering and distribution of materials in advance of such meetings, minute keeping and organization for such meetings and logistical support including the organization of travel arrangements and accommodations when required. All out of pocket costs for such administrative services shall be borne by the Friends of IPTV, which shall either pay these items directly or reimburse IPTV upon presentation of receipt therefor.

1. Specific Administrative Support Designations

IPTV will provide the specific administrative and support staff services by the employees in the capacities detailed on Schedule I to this Agreement.

2. Restriction on IPTV Responsibility

No employee of IPTV in a key administrative or policy making capacity (including, but not limited to the General Manager of IPTV) shall be permitted to have responsibility or authority for Friends of IPTV policy making, financial oversight, spending authority, or investment decisions unless specifically approved in writing by the Friends of IPTV and the Audit Committee of the State Board of Education. The Friends of IPTV maintain no employees.

3. Limitation on Functions of General Manager with Respect to the Friends of IPTV

Unless specifically agreed in writing by the Friends of IPTV and the Audit Committee of the State Board of Education, the responsibilities of any function performed by the General Manager of IPTV with respect to the Friends of IPTV or by any IPTV employee relating to a key

administrative or policy making capacity shall be limited to the coordination of institution and affiliated endowment fundraising efforts, and the provision of administrative support to endowment fundraising activities.

B. Other Institution Resources and Services

IPTV will provide to the Friends of IPTV the following resources and services through the employees in the capacities identified in Article II.A.1 including the following: i. Access via reporting functions to IPTV's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through IPTV's financial system, the Friends of IPTV shall comply with the institution's financial and administrative policies and procedures manuals); ii. Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting; iii. Investment, management, insurance, benefits administration, and similar services; iv Development services, encompassing research, information systems, donor records, communications, and special events.

C. Use of Facilities and Equipment

IPTV will provide to the Friends of IPTV meeting rooms and other logistical support for the conduct of regular and special meetings of the Friends of IPTV board and committees, including the use of telecommunications equipment such as video microwave interconnect and teleconferencing facilities.

D. Terms for Institution Cost Recovery

Except as provided herein, IPTV does not intend to recover from the Friends of IPTV any costs associated with the provision of personnel, use of facilities or equipment. All personnel, facilities and equipment provided by third parties at an expense to IPTV will be billed to the Friends of IPTV for reimbursement. No payments shall be made directly from the Friends of IPTV directly to IPTV employees in connection with resources or services provided pursuant to this Agreement.

ARTICLE III
OPERATION OF ENDOWMENT

A. The Friends of IPTV Endowment

The Friends of IPTV maintains an endowment fund (the "IPTV Endowment") recognized by the Internal Revenue Service as a tax exempt entity pursuant to section 501(c)(3) of the Internal Revenue Code. All operations of the Friends of IPTV regarding its IPTV Endowment shall comply with the SBOE's general guidelines for foundations found at SBOE Policies and Procedures Section V.E.2.b. as adopted effective July 1, 2008.

B. Guidelines for Receiving, Depositing, Disbursing and Accounting for All Funds, Assets, or Liabilities of the Endowment

The Friends of IPTV maintains guidelines for the IPTV Endowment regarding the receipt, deposit, disbursement and accounting for all fund assets and liabilities consistent with generally accepted accounting principles (GAAP) and the Governmental Accounting Standards Board (GASB). These policies provide that when endowment funds are transferred to IPTV, institution officials into whose department or program endowment funds are transferred shall be informed by the Friends of IPTV of the restrictions, if any, on such funds and shall be

responsible both to account for them in accordance with institution policies and procedures, Federal Communications Commission regulations and requirements, and to notify the Friends of IPTV on a timely basis regarding the use of such funds.

C. Procedures for IPTV Endowment Expenditures and Financial Transactions

The Friends of IPTV will comply with its written procedures described in Schedule II hereto for all expenditures and financial transactions with IPTV, including the disbursement or disposition of any endowment funds. Except as specifically agreed in writing by the Friends of IPTV, no person with signature authority shall be an IPTV employee in a key administrative or policy making capacity (including, but not limited to, the General Manager or an institution vice president or equivalent position).

D. Liability Insurance Coverage

The Friends of IPTV maintains comprehensive general liability insurance including D&O coverage for the acts and omissions of its Board members, officers and employees as described in the policy attached as Schedule III.

E. Endowment Investment Policies

The Friends of IPTV maintains a written Endowment Fund Statement of Investment Policy and Fiduciary Management, which is revised from time to time at the direction of the Friends of IPTV board and its standing endowment committee. The current investment policy is attached as Schedule IV. All investment policies adopted by the Friends of IPTV board and endowment committee are designed to and shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the Friends of IPTV board. Moreover, all such investments are and must be consistent with the terms of the gift instrument.

F. Separation of Funds

At no time shall the funds of the IPTV Endowment and IPTV be commingled but to the contrary shall at all times be kept separate in accounts reflecting the ownership of the respective entities.

G. Organizational Structure of the Friends of IPTV

The Friends of IPTV, Inc. is a corporation duly organized and validly existing under the nonprofit corporation act of the State of Idaho. Copies of the Articles of Incorporation and Bylaws of the Friends of IPTV, Inc., are attached hereto as Schedule V.

ARTICLE IV
IPTV ENDOWMENT RELATIONSHIPS WITH IPTV

At all times the relationship between the Friends of IPTV and IPTV shall be arms-length and conducted with recognition of the fiduciary duties of the Friends of IPTV to its constituents, and of the IPTV Endowment with regard to State, Federal and FCC laws and regulations.

A. Access to Friends of IPTV Endowment Books and Records

IPTV may access the endowment books and records of the Friends of IPTV solely for the purpose of carrying out the administrative assistance described in Article II.A.1 of this Agreement.

B. IPTV Input to Friends of IPTV Endowment Payout Operating Budget and Capital Expenditures

The General Manager of IPTV, or other institution chief executive officer or designee, shall provide recommendations to the Friends of IPTV board for the proposed expenditures from the endowment payout prior to their approval by the Friends of IPTV board. In no event shall these recommendations be deemed binding or controlling on the actions of the Friends of IPTV board.

C. Supplemental Compensation to Employees of IPTV

The Friends of IPTV shall make no supplemental compensation to any employee of IPTV.

ARTICLE V
AUDITS AND REPORTING

A. Procedure for Conducting Audits

The Friends of IPTV shall annually conduct an audit consistent with GAAP and GASB requirements through the services of the State Legislative Auditor. No individual designated by the State Legislative Auditor shall be a member of the board of the Friends of IPTV. The annual audit shall be a full scope audit, performed in accordance with GAAP.

B. Reporting to IPTV General Manager

The Friends of IPTV shall no less frequently than annually report directly in writing to the IPTV General Manager or his designee the following items: Regular financial audit report; Annual report of transfers made to the institution, summarized by department; Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year; A list of Friends of IPTV officers, directors, and employees; Confirmation that no payments were made to any IPTV employee for supplemental compensation or otherwise; A list of all State and Federal contracts and grants managed by the Friends of IPTV; a report of the Friends of IPTV's major activities; a report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding fiscal year of the Friends of IPTV for the benefit of the institution; a report of any actual litigation involving the Friends of IPTV during its fiscal year, as well as legal counsel used by the Friends of IPTV for any purpose during such year, including a discussion of any potential or threatened litigation involving the Friends of IPTV or the IPTV Endowment.

ARTICLE VI
CONFLICTS OF INTEREST AND CODE OF ETHICS AND CONDUCT

A copy of the Friends of IPTV Conflicts of Interest policy is found under Schedule VI.

ARTICLE VII
GENERAL PROVISIONS

A. Notices

All notices and other communications ("Notices") shall be in writing and may be delivered (i) in person, with the date of notice being the date of personal delivery, (ii) by United States Mail, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of the postmark on the return receipt, (iii) by fax, with confirmation of the transmittal of the fax and a copy of the fax deposited on the same day in the United States Mail, with the date of notice being the date of the fax, (iv) by e-mail, with confirmation of sending of the e-mail and a copy of the e-mail deposited on the same day in the United States Mail, with the date of notice being the date of the e-mail, (v) by nationally recognized delivery service such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by the delivery service.

B. Severability

The invalidity of any portion of this Agreement shall not affect the validity of any other portion of this Agreement.

C. Counterparts

This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

D. Governing Law

This Agreement shall be governed by the substantive laws of the State of Idaho and Federal law and regulations consistent with Federal Communication Commission guidelines applicable to licensees of public television broadcast services.

IDAHO STATE BOARD OF EDUCATION

Dated: _____, 2022

By: _____
Kurt Liebich
President

FRIENDS OF IDAHO PUBLIC TELEVISION, INC.

Dated: _____, 2022

By: _____
Craig Meadows
President

SCHEDULE I

Services Provided by Idaho Public Television to the Friends of Idaho Public Television, Inc.

Advisory:
Monitor and advise Friends Board of Directors relating to their activities for compliance with state, federal and private guidelines and regulations.

Administrative Support:
Provide general clerical support for board and committee meetings.

Technical:
Provide meeting space and technical support for board and committee meetings.

Financial:
Provide support for fund raising, deposits and payment of related expenses including board member travel and meeting expenses.

Coordinate and provide administrative support for the annual audit as conducted by the Legislative Auditor.

Maintain financial records as required by state, federal and private entities.

Other:
Provide additional support services as mutually agreed upon outside these parameters.

SCHEDULE II

Procedures for IPTV Endowment Expenditures and Financial Transactions

1. The Friends of IPTV will establish a budget plan on an annual basis for the unrestricted Operating funds. The budget will include any distributions authorized to be made from the Endowment for the fiscal year.

2. Once a budget has been established and authorized by the Friends of IPTV, the Fiscal Affairs manager of IPTV, or designee providing administrative assistance as provided in Article II.A.1, shall have authority to authorize and make expenditures to the extent they fall within the budget and are not unusual in nature. Items that arise during the year under $100,000 that are not budgeted or that vary significantly from the budget will require approval of the President of the Friends of IPTV. Unexpected costs above $100,000 will require approval from the Executive Committee of the Friends of IPTV.

3. Quarterly financial reports will be provided to the Treasurer and Executive Committee within 30 days of the close of the period. Detailed budget reports will be provided to the Board of Directors at each board meeting. Budget variances of 10% or more will be referenced on budget reports.

4. All checks will require two signatures.

Carolina Casualty Insurance Company

NonProfit ExecShield®

Management Liability Insurance Policy

This Policy consists of:

- Declarations Page
- Common Policy Terms and Conditions Section
- Applicable Coverage Sections
- Endorsements

In witness whereof, the **Insurer** has caused this **Policy** to be signed by its President and Chief Executive Officer and Secretary.

President and Chief Executive Officer

Secretary

Service Office:
550 W. Jackson Blvd., Suite 500
Chicago, IL 60661
Toll Free (844) 465-6256
Fax (312) 207-1933

Administrative Office:
5011 Gate Parkway, Building 200, Suite 200
Jacksonville, FL 32256
Telephone (480) 951-0905
Fax (480) 951-9730

A BERKLEY COMPANY®

CAROLINA CASUALTY INSURANCE COMPANY

A Stock Insurance Company

NonProfit ExecShield®

Management Liability Insurance Policy

NOTICE: THIS POLICY PROVIDES COVERAGE ON A CLAIMS MADE AND REPORTED BASIS SUBJECT TO ITS TERMS. THIS POLICY APPLIES ONLY TO ANY CLAIM FIRST MADE AGAINST THE INSUREDS AND REPORTED TO THE INSURER DURING THE POLICY PERIOD OR ANY EXTENDED REPORTING PERIOD THAT MAY APPLY.

PLEASE READ THE POLICY CAREFULLY AND DISCUSS THE COVERAGE WITH YOUR INSURANCE AGENT OR BROKER.

IF INDICATED IN ITEM 4. A. BELOW, THE LIMIT OF LIABILITY AVAILABLE TO PAY DAMAGES OR SETTLEMENTS SHALL BE REDUCED AND MAY BE COMPLETELY EXHAUSTED BY AMOUNTS INCURRED AS LEGAL DEFENSE COSTS. THE INSURER SHALL NOT BE LIABLE FOR LEGAL COSTS OF DEFENSE OR FOR THE AMOUNT OF ANY JUDGMENT OR SETTLEMENT AFTER EXHAUSTION OF THE LIMIT OF LIABILITY.

Whenever printed in this Declarations Page, the boldface type terms shall have the same meanings as indicated in the **Policy**.

Item 1. **Name and Address of Named Insured:** **Policy Number: DCP-898834-P13**

Friends of Idaho Public Television, Inc.
1455 North Orchard Street
Boise, ID 83706

Item 2. **Policy Period:** From April 29, 2021 (inception date) to April 29, 2022 (expiration date)

*(Both dates at 12:01 a.m. Standard Time at the address of the **Named Insured**)*

Item 3. **Purchased Coverage Sections:**

i.	Directors, Officers and Organization Liability Insurance Coverage Section:	☒ Yes ☐ No
ii.	Employment Practices Liability Insurance Coverage Section:	☒ Yes ☐ No
	Third Party Wrongful Act Liability Coverage included:	☒ Yes ☐ No
iii.	Fiduciary Liability Insurance Coverage Section:	☐ Yes ☒ No

Item 4. **Cost of Defense for the Policy Period:**

☐ A. **Costs of Defense** Reduce the Limit of Liability in Item 5. below

☒ B. **Costs of Defense** in Addition the Limit of Liability in Item 5. below

Item 5. **Limits of Liability for the Policy Period:**

A. Shared Policy Aggregate Limit of Liability for all **Coverage Sections** purchased as indicated above. Not Applicable

OR

B. Separate Aggregate Limit of Liability for each **Coverage Sections**:

1.	Directors, Officers and Organization Liability Insurance Coverage Section:	$1,000,000
2.	Employment Practices Liability Insurance Coverage Section:	$1,000,000
3.	Fiduciary Liability Insurance Coverage Section:	Not Applicable

Summary of Charges
Premium $1,379.00
CRC Broker fee $200.00
Total $1,579.00
Zip Code 83706

Item 6. Applicable Deductibles:

i. Directors, Officers and Organization Liability Insurance Coverage Section:

A. **Insured Person** Non-Indemnifiable: $0

B. **Insured Person** Indemnifiable: $0

C. **Insured Entity** Liability: $500

ii. Employment Practices Liability Insurance Coverage Section: $1,000

iii. Fiduciary Liability Insurance Coverage Section: Not Applicable

Item 7. Premium: $1,379

Terrorism coverage is included for $0

Item 8. Prior Acts Dates:

i. Directors, Officers and Organization Liability Insurance Coverage Section Prior Acts Date: Not Applicable

ii. Employment Practices Liability Insurance Coverage Section Prior Acts Date: Not Applicable

iii. Fiduciary Liability Insurance Coverage Section Prior Acts Date: Not Purchased

Item 9. Forms and Endorsements attached at inception:

Policy Form: NP 23300- rev0417 / CT 22330- rev0417; EPL 23300- rev0417

1	265-	0220	Policyholder Disclosure – Notice of Terrorism Insurance Coverage
2	266-	0220	Cap on Losses from Certified Acts of Terrorism
3	701-CR-	0419	CLAIM REPORTING PROCEDURES
4	CT 230903-	rev0417	Identity Theft Expense Supplemental Coverage
5	CT 230906-	rev0417	Kidnap Expense Supplemental Coverage
6	CT 230913-	rev0417	Failed Donation Claim Supplemental Coverage
7	CT 232041-	rev0417	Modification to Automatic Extended Reporting Period
8	CT 233093-	0417	Acquisition or Creation of a Subsidiary
9	CT 234322-	rev0417	Interested Party Exclusion
10	CT 235014-	rev0417	Waiver of Deductible if No Liability
11	EPL 233630-	rev0417	Costs of Defense Sub-Limit for Wage and Hour Wrongful Acts
12	ID-PHN-	1019	IDAHO POLICY HOLDER NOTICE
13	NP 233045-	rev0417	Excess Benefit Penalty Coverage
14	NP 234354-	rev0417	Professional Services Exclusion
15	NP 234400-	rev0417	Intellectual Property Exclusion
16	NP-ID-	0417	Idaho Amendatory Endorsement

Item 10. Notice to the **Insurer** as provided in section VII. A. and B. shall be sent to:
Berkley Select Claims Department on behalf of
Carolina Casualty Insurance Company
550 W. Jackson Blvd, Suite 500, Chicago, IL 60661
Toll Free: (844) 465-6256 Fax: (312) 207-1933
Email: newclaim@berkleyselect.com

All other notices to be given to the **Insurer** shall be sent to:

Berkley Select on behalf of
Carolina Casualty Insurance Company
550 W. Jackson Blvd, Suite 500, Chicago, IL 60661
Toll Free: (800) 446-2100

The Nonprofit Management Liability Insurance **Policy** shall constitute the contract between the **Insureds** and the **Insurer**.

POLICYHOLDER DISCLOSURE
NOTICE OF TERRORISM INSURANCE COVERAGE

Coverage for acts of terrorism, as defined in the Terrorism Risk Insurance Act, as amended, (the "Act"), is included in your policy. As defined in Section 102(1) of the Act: The term "act of terrorism" means any act that is certified by the Secretary of the Treasury—in consultation with the Secretary of Homeland Security, and the Attorney General of the United States—to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion. Under your coverage, any losses resulting from certified acts of terrorism may be partially reimbursed by the United States Government under a formula established by the Act. However, your policy may contain other exclusions which might affect your coverage, such as an exclusion for nuclear events. Under the formula, the United States Government generally reimburses 80% beginning on January 1, 2020, of covered terrorism losses exceeding the statutorily established deductible paid by the insurance company providing the coverage. The Act contains a $100 billion cap that limits U.S. Government reimbursement as well as insurers' liability for losses resulting from certified acts of terrorism when the amount of such losses exceeds $100 billion in any one calendar year. If the aggregate insured losses for all insurers exceed $100 billion, your coverage may be reduced.

The portion of your annual premium that is attributable to coverage for acts of terrorism as defined in the Act is $0, and does not include any charges for the portion of losses covered by the United States government under the Act.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM

This endorsement modifies insurance provided under the following:

DIRECTORS, OFFICERS AND CORPORATE LIABILITY INSURANCE COVERAGE SECTION

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY INSURANCE COVERAGE SECTION

FIDUCIARY LIABILITY INSURANCE COVERAGE SECTION

EXCESS INSURANCE POLICY

GENERAL LIABILITY COVERAGE PART

COMMUNITY ASSOCIATION LEADERS PROFESSIONAL LIABILITY INSURANCE POLICY – DIRECTORS AND OFFICERS LIABILITY COVERAGE

EMERGENCY MEDICAL SERVICES GENERAL LIABILITY COVERAGE PART

In consideration of the premium paid for this Policy, it is amended as follows:

If aggregate insured losses attributable to terrorist acts certified under the federal Terrorism Risk Insurance Act exceed $100 billion in a calendar year and the insurer has met its insurer deductible under the Terrorism Risk Insurance Act, the Insurer shall not be liable for the payment of any portion of the amount of such losses that exceeds $100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security and the Attorney General of the United States, to be an act of terrorism pursuant to the federal Terrorism Risk Insurance Act. The criteria contained in the Terrorism Risk Insurance Act for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of $5 million in the aggregate, attributable to all types of insurance subject to the Terrorism Risk Insurance Act; and
2. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

The terms and limitations of any terrorism exclusion, or the inapplicability or omission of a terrorism exclusion, do not serve to create coverage for any loss that is otherwise excluded under this Policy.

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Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

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BERKLEY SELECT

CLAIM REPORTING PROCEDURES

In the event of an incident which may result in a claim, an actual claim or your receipt of suit papers, please follow the procedures outlined below:

NOTICE OF EACH INCIDENT, CLAIM OR SUIT SHOULD IMMEDIATELY BE REPORTED TO:

BERKLEY SELECT CLAIMS DEPARTMENT
on behalf of Carolina Casualty Insurance Company
550 W. Jackson Blvd., Suite 500
Chicago, IL 60661
Fax: (312) 207-1933
E-mail: newclaim@berkleyselect.com
Online: www.berkleyselect.com/claims/report-claim

TO ENABLE US TO RESPOND MORE QUICKLY AND EFFICIENTLY, please fax or email any pertinent details of the claim directly to our attention.

PLEASE BE SURE TO INCLUDE:

- **Your Name, Address and Phone Number;**
- **Your Policy Number and the Policy Period;**
- **A written narrative of the circumstances surrounding the claim or potential claim;**
- **Names and addresses of the claimant;**
- **Details of the any underlying claim, including current status and the amount in controversy or relief demanded.**
- **If you are submitting the report by mail or fax, please also include any letters of demand or any legal papers which you have received regarding the claim.**

Please provide your professional liability insurance agent a copy of all claim notices and correspondence sent to Berkley Select.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Identity Theft Expense
Supplemental Coverage

In consideration of the premium paid for this **Policy**, it is amended by the addition of the following:

1. **Identity Theft Expense Coverage**

   The **Insurer** shall reimburse any present director, trustee or officer of the **Named Insured** up to a maximum aggregate limit of $10,000 per **Policy Period**, for **Identity Theft Expense** incurred in specific response to an **Identity Theft** first discovered and reported to the **Insurer** during the **Policy Period** pursuant to paragraph 4. below, provided; however, that the **Identity Theft** began to occur after the inception date of the first Nonprofit Management Liability Insurance Policy issued by the **Insurer** to the **Named Insured**.

   No Deductible shall apply to this coverage and any payments made hereunder shall not reduce the Limits of Liability stated in Item 5. of the Declarations.

2. Solely for purpose of the coverage provided by this endorsement for **Identity Theft Expense**, section III. Definitions of the Common Policy Terms and Conditions Section of this Policy is amended by the addition of the following:

   Identity Theft means the act of knowingly transferring or using, without lawful authority, personally identifiable information of a present director, trustee or officer (or spouse thereof) of the **Named Insured** with the intent to commit, aid, or abet any unlawful activity that constitutes a violation of federal law or a felony under any applicable state or local law.

   Identity Theft Expense means:

   1. the expenses incurred to notarize affidavits or similar documents attesting to fraud required by financial institutions or similar credit grantors or credit agencies, or
   2. the expenses incurred for certified mail to law enforcement agencies, credit agencies, financial institutions or similar credit grantors, or
   3. loan application fees for re-applying for a loan or loans when the original application is rejected solely because the lender received incorrect credit information.

3. Solely for purpose of the coverage provided by this endorsement for **Identity Theft Expense**, section V. Limits of Liability and Deductibles of the Common Policy Terms and Conditions Section of this Policy is amended by the addition of the following:

   V. If any **Identity Theft Expense** is covered under this endorsement and under any other **Coverage Section** or endorsement to this **Policy**, the largest applicable limit shall apply. In no event shall multiple limits apply to coverage which may be duplicated within this **Policy**. Additionally, if this **Policy** and any other policy or coverage issued by the **Insurer** or any affiliate of the **Insurer**, apply to the same occurrence, offense, wrongful act, accident or loss, the maximum limit of liability or coverage under all such policies and coverage combined shall not exceed the highest applicable limit under any one policy or coverage.

   V. The coverage provided by this endorsement shall be excess of, and shall not contribute with, any other valid and collectible insurance policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section); regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise. The coverage provided by this **Policy** shall be excess over any other policy under which another insurer has a duty to defend a claim for which this **Policy** may be obligated to pay as a result of loss.

4. As a condition precedent to their rights to coverage under this endorsement for **Identity Theft Expense**, the Insured shall give the **Insurer** written notice of any **Identity Theft** first discovered by the **Insureds** during the **Policy Period**, as soon as practicable, but in no event later than 30 days after the discovery of the **Identity Theft**. Further, the **Insured** shall furnish to the **Insurer** proof of loss, duly sworn to, with full particulars, no later than 90 days after discovery of such **Identity Theft**.

5. The coverage provided by this endorsement for **Identity Theft Expense** does not include any claim adjustment costs incurred by any Insured, including any fees incurred by retaining counsel, a public adjuster or appraiser.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Kidnap Expense
Supplemental Coverage

In consideration of the premium paid for this **Policy**, it is amended by the addition of the following:

1. **Kidnap Expense Coverage**

   The **Insurer** shall reimburse the **Insured Entity** up to a maximum aggregate limit of $50,000 per **Policy Period** for **Kidnap Expense** incurred by the **Insured Entity** or any **Insured Person** as a direct result of a **Kidnapping** that occurs during the **Policy Period** and is reported to the **Insurer** pursuant to paragraph 4. below.

   No Deductible shall apply to this coverage and any payments made hereunder shall not reduce the Limits of Liability stated in Item 5. of the Declarations.

2. Solely for purpose of the coverage provided by this endorsement for **Kidnap Expense**, section III. Definitions of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   Insured Person means any present or future duly elected or appointed director, trustee or officer of an **Insured Entity**. The term **Insured Person** shall include the parent, child, spouse or **Domestic Partner** of an **Insured Person**.

   Kidnap Expense means the reasonable fees and expenses for, or the cost of:

   1. an independent negotiator or security consultant retained with prior written approval of the **Insurer**, or
   2. interest on any loan taken by the **Named Insured** for property or other consideration surrendered as payment of a **Kidnapping** demand, or
   3. travel and accommodations incurred by the **Insured Entity** which become necessary due to the applicable **Kidnapping**, or
   4. a reward paid by the **Insured Entity**, which is pre-approved by the **Insurer**, to an informant for information not otherwise available which leads to the arrest and conviction of persons responsible for the applicable **Kidnapping**, or
   5. the current salary of an **Insured Person** who is **Kidnapped**, provided, however, that they are held for more than 30 days. Salary shall be paid for a period commencing upon the abduction and ceasing upon the earliest of either the release of the employee or discovery of death of the employee, or 120 days after the **Insurer** receives the last credible evidence that the employee is still alive, or 12 months after the date of **Kidnapping**, or the exhaustion of the Kidnap Expense Coverage limit, whichever comes first.

   Kidnapping or **Kidnapped** means the wrongful abduction and holding, under duress or by fraudulent means, of an **Insured Person** by a person or group, whether acting alone or in collusion with others, that includes a demand for payment by an **Insured** in exchange for the release of the **Insured Person**. **Kidnapping** shall not include the wrongful abduction of any **Insured Person** by or at the direction of any present or former family member of any **Insured Person**.

3. Solely for purpose of the coverage provided by this endorsement for **Kidnap Expense**, section V. Limits of Liability and Deductibles of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   V. If any **Kidnap Expense** is covered under this endorsement and under any other **Coverage Section** or endorsement to this **Policy**, the largest applicable limit shall apply. In no event shall multiple limits apply to coverage which may be duplicated within this **Policy**. Additionally, if this **Policy** and any other policy or coverage issued by the **Insurer** or any affiliate of the **Insurer**, apply to the same occurrence, offense, wrongful act, accident or loss, the maximum limit of liability or coverage under all such policies and coverage combined shall not exceed the highest applicable limit under any one policy or coverage.

   V. The coverage provided by this endorsement shall be excess of, and shall not contribute with, any other valid and collectible insurance policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section); regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise. The coverage provided by this **Policy** shall be excess over any other policy under which another insurer has a duty to defend a claim for which this **Policy** may be obligated to pay as a result of loss.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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4. As a condition precedent to their rights to coverage under this endorsement for **Kidnap Expense**, the **Insured** shall give the **Insurer** written notice of any **Kidnapping** which occurs during the **Policy Period**, as soon as practicable, but in no event later than 30 days after the occurrence of the **Kidnapping**. Further, the **Insured** shall furnish to the **Insurer** proof of loss, duly sworn to, with full particulars, no later than 90 days after the occurrence of such **Kidnapping**.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Failed Donation Claim
Supplemental Coverage

In consideration of the premium paid for this **Policy**, it is amended by the addition of the following:

1. **Failed Donation Claim Coverage**

   The **Insurer** shall reimburse the **Insured Entity** up to a maximum aggregate limit of $10,000 per **Policy Period** for all **Failed Donation Claims** received by the **Insured Entity** during the **Policy Period** and reported to the **Insurer** pursuant to item 4. below.

   Coverage for any **Failed Donation Claim** shall not apply to any pledge for funds or other measurable tangible property made to the **Insured Entity** dated prior to April 29, 2009.

   Coverage for any **Failed Donation Claim** shall not apply if the donor has been in bankruptcy, or has filed for bankruptcy or reorganization prior to the time the applicable pledge was made to the **Insured Entity.**

   Coverage for any **Failed Donation Claim** shall not apply if either the natural person donor or any **Insureds** had or should have had any reason to believe the natural donor person would become unemployed or incapacitated subsequent to the donation date.

   No Deductible shall apply to this coverage and any payments made hereunder shall not reduce the Limits of Liability stated in Item 5. of the Declarations.

2. Solely for purpose of the coverage provided by this endorsement for any **Failed Donation Claim**, section III. Definitions of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   Failed Donation Claim means a written notice to the **Insured Entity** during the **Policy Period** of:

   1. the bankruptcy or reorganization of any donor whereby such bankruptcy or reorganization prevents the donor from honoring a prior written pledge of funds or other measurable tangible property to the **Insured Entity**; or

   2. the unemployment or incapacitation of a natural person donor lasting at least 60 days and preventing the donor from honoring a pledge made prior to said unemployment or incapacitation of funds or other measurable tangible property to the **Insured Entity**.

3. Solely for purpose of the coverage provided by this endorsement for any **Failed Donation Claim**, section V. Limits of Liability and Deductibles of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   V. Any coverage for any **Failed Donation Claim** for non-cash donations shall be based on the fair market value of the non-cash donation on the date the **Failed Donation Claim** is received. Any donation amount which is to be collected by the **Insured Entity** over more than a 12 month period shall be deemed to be a single donation.

   V. If any **Failed Donation Claim** is covered under this endorsement and under any other **Coverage Section** or endorsement to this **Policy**, the largest applicable limit shall apply. In no event shall multiple limits apply to coverage which may be duplicated within this **Policy**. Additionally, if this **Policy** and any other policy or coverage issued by the **Insurer** or any affiliate of the **Insurer**, apply to the same occurrence, offense, wrongful act, accident or loss, the maximum limit of liability or coverage under all such policies and coverage combined shall not exceed the highest applicable limit under any one policy or coverage.

   V. The coverage provided by this endorsement shall be excess of, and shall not contribute with, any other valid and collectible insurance policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section); regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise. The coverage provided by this **Policy** shall be excess over any other policy under which another insurer has a duty to defend a claim for which this **Policy** may be obligated to pay as a result of loss.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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4. As a condition precedent to their rights to coverage under this endorsement for any **Failed Donation Claim**, the **Insured** shall give the **Insurer** written notice of any **Failed Donation Claim** received by the **Insured Entity** during the **Policy Period**, as soon as practicable, but in no event later than 30 days after receipt of the **Failed Donation Claim** by the **Insured**. Further, the **Insured** shall furnish to the **Insurer** proof of loss, duly sworn to, with full particulars, no later than 90 days after the occurrence of such **Failed Donation Claim**.

5. The coverage provided by this endorsement for any **Failed Donation Claim** does not include any claim adjustment costs incurred by any **Insured**, including any fees incurred by retaining counsel, a public adjuster or appraiser.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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Modification to
Automatic Extended Reporting Period

In consideration of the premium paid for this **Policy**, section II. B. Automatic Extended Reporting Period sub-paragraph 1 of the Common Policy Terms and Conditions Section this **Policy** is deleted in its entirety and replaced with the following:

II. B. 1. If the **Named Insured** cancels or if the **Insurer** or the **Named Insured** refuses to renew this **Policy** and the **Named Insured** has not purchased any similar insurance policy(ies) there shall be a 90 day automatic extension of the reporting period of this **Policy** for any **Claim** first made against an **Insured** and reported during such 90 day period after the date upon which the **Policy Period** ends, but only with respect to any **Wrongful Act** fully occurring prior to the end of the **Policy Period** and otherwise covered by this **Policy**. 90 day period shall be referred to as the Automatic Extended Reporting Period. There shall be no additional premium for the Automatic Extended Reporting Period.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Acquisition or Creation of a Subsidiary

In consideration of the premium paid for this **Policy**, sub-paragraphs 1. and 2. of the defined term **Subsidiary** in section III. Definitions of the Common Policy Terms and Conditions Section of this **Policy** are deleted in their entirety and replaced with the following:

1. Automatically for a **Subsidiary**, whose assets are less than fifty percent (50%) of the total consolidated assets of the **Insured Entity** as of the **Policy** inception date; or

2. If the assets of such **Subsidiary** are equal to or greater than fifty percent (50%) of the total consolidated assets of the **Insured Entity** as of the **Policy** inception date, then only upon the condition that within ninety (90) days of it becoming a **Subsidiary**, the **Named Insured** provides the **Insurer** in writing with full particulars of the new **Subsidiary** and agrees to any additional premium and/or amendment of the provisions of this **Policy** required by the **Insurer** related to such new **Subsidiary**. Further, coverage as shall be afforded to the new **Subsidiary** is conditioned upon the **Named Insured** paying when due any additional premium required by the **Insurer** relating to such new **Subsidiary**.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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Carolina Casualty Insurance Company

Interested Party Exclusion

In consideration of the premium paid for this **Policy**, section IV. Exclusions of the Common Terms of this **Policy** is amended by the addition of the following:

IV. brought or maintained by or on behalf of Idaho Public Television and/or Idaho State Board of Education and/or its subsidiaries and/or its affiliates and/or its directors and/or officers.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured	Policy Number
Friends of Idaho Public Television, Inc.	DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative

Waiver of Deductible if No Liability

In consideration of the premium paid for this **Policy** it is amended as follows:

1. Section III. Definitions of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   No Liability means with respect to a **Claim** made against the **Insured**:

   1. a final judgment of no liability obtained prior to trial, in favor of all **Insureds**, with respect to the entire **Claim**, by reason of a motion to dismiss or a motion for summary judgment, after the exhaustion of all appeals, if any, or
   2. a final judgment of no liability obtained after trial, in favor of all **Insureds**, with respect to the entire **Claim**, after the exhaustion of appeals, if any.

   In no event shall the term **No Liability** apply to a **Claim** made against an **Insured** for which a settlement has occurred.

2. Section V. D. Deductibles of the Common Policy Terms and Conditions Section of this **Policy** is amended by the addition of the following:

   V. D. No Deductible shall apply, even as to **Costs of Defense**, to any **Claim** which is in the form of a civil action for monetary relief, in which:

   a. there is a determination of **No Liability**; or

   b. the **Claim** is dismissed or stipulated dismissed without prejudice and without any payment of any consideration by any **Insured**.

   If there is a determination of **No Liability** in a **Claim**, the **Insurer** shall reimburse **Costs of Defense** paid by the **Insured** in such **Claim**.

   If a **Claim** is dismissed or stipulated dismissed without prejudice and without any payment of any consideration by any **Insured**, the **Insurer** shall reimburse **Costs of Defense** paid by the **Insured** in such **Claim** 90 days after the date of the dismissal or stipulation so long as (i) the **Claim** (or any other **Claim** which together with such **Claim** would be deemed a single **Claim**) is not brought again within such 90 day period and (ii) the **Insured Entity** provides the **Insurer** with a written undertaking in a form satisfactory to the **Insurer** to repay the **Insurer** for such reimbursement in the event the **Claim** (or any other **Claim** which together with such **Claim** would be deemed a single **Claim**) is brought again after such 90 day period and before the expiration of the statute of limitations for such **Claim**.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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Costs of Defense Sub-Limit for Wage and Hour Wrongful Acts

In consideration of the premium paid for this **Policy**:

1. Section I. Insuring Agreement of the Employment Practices Liability Insurance Coverage Section of this **Policy** is amended by the addition of the following:

   I. Costs of Defense for Wage and Hour Claims

   This **Policy** shall pay on behalf of the **Insureds** the **Costs of Defense** up to the maximum sub-limit of liability of $100,000 arising from any **Wage and Hour Claim** first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Wage and Hour Wrongful Act** committed subsequent to the **Prior Acts Date**.

   Such sub-limit shall be part of, and not in addition to, the Limit of Liability applicable to the Employment Practices Liability Coverage Section stated in Item 5. of the Declarations.

   With respect to a **Wage and Hour Claim**, the **Insurer** shall not be liable for any **Loss** other than **Costs of Defense**.

2. Solely with respect to the coverage provided by this endorsement for **Costs of Defense** for **Wage and Hour Claims**, the defined terms **Claim**, **Employee**, **Loss** and **Wrongful Act** of section III. Definitions of the Employment Practices Liability Insurance Coverage Section of this **Policy** are deleted in their entirety and replaced with the following:

   Claim means a **Wage and Hour Claim**.

   Employee means an individual whose labor or service is engaged by and directed by an **Insured Entity**, including any full-time, part-time, leased, seasonal or temporary individual. **Employee** shall not include equity partners or shareholders, owners, Limited Liability Company members, volunteers, interns or independent contractors.

   Loss means **Costs of Defense**.

   Wrongful Act means **Wage and Hour Wrongful Act**.

3. Solely with respect to the coverage provided by this endorsement **Costs of Defense** for **Wage and Hour Claims**, the section III. Definitions of the Employment Practices Liability Insurance Coverage Section of this **Policy** is amended by the addition of the following:

   Wage and Hour Claim means:

   1. a written demand for monetary or non-monetary relief which is brought and maintained by an **Employee** against an **Insured**, arising from a **Wage and Hour Wrongful Act**; or
   2. an administrative or regulatory investigation or proceeding commenced by or before a federal, state, local or foreign agency which is brought and maintained by an **Employee** against an **Insured**, arising from a **Wage and Hour Wrongful Act**;

   provided, however, the term **Wage and Hour Claim** shall not include any grievance or arbitration based upon, arising out of, directly or indirectly resulting from, or in consequence of, or in any way involving a collective bargaining agreement.

   Wage and Hour Wrongful Act means any actual or alleged violation by the **Insured** of any federal, state, local or foreign wage and hour laws whether statutory or common law, including without limitation, the Fair Labor Standards Act, arising from an actual employment relationship with an **Employee**.

4. Solely for the purpose of the coverage provided by this endorsement for **Costs of Defense** for **Wage and Hour Claims**,

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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section IV. Exclusions F. of the Employment Practices Liability Insurance Coverage Section of this **Policy** is deleted in its entirety and replaced with the following:

IV. F. based upon, arising out of, directly or indirectly resulting from, or in consequence of, or in any way involving any actual or alleged violations of any federal, state, local or foreign wage and hour laws whether statutory or common law, including without limitation, the Fair Labor Standards Act, including any amendments thereto; provided, however, this exclusion shall not apply to any **Claim** for any amounts owed under the Equal Pay Act of 1963, or any similar provisions of any federal, state, local or foreign law prohibiting pay discrimination.

5. Solely with respect to coverage provided by this endorsement for **Costs of Defense** for **Wage and Hour Claims**, section V. Limits of Liability and Deductibles D. of the Common Policy Terms and Conditions Section of this **Policy** is replaced with the following:

V. D. The **Insurer** shall only be liable for the amount of **Loss** arising from a **Wage and Hour Claim** which is in excess of the Deductible amount of $1,000. Such Deductible amount shall be borne by the **Named Insured** with regard to all **Loss** arising thereunder. One Deductible will apply to all **Wage and Hour Claims** arising from the same **Wrongful Acts** or **Related Wrongful Acts**.

6. Solely for the purpose of coverage provided by this endorsement for **Costs of Defense** for **Wage and Hour Claims**, section V. Other Insurance of the Employment Practices Liability Insurance Coverage Section of this **Policy** is amended by the addition of the following:

V. a **Wage and Hour Claim** shall be excess of, and shall not contribute with, any other valid and collectible insurance policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section); regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Carolina Casualty Insurance Company

IDAHO
IMPORTANT POLICYHOLDER NOTICE

If you have been unable to contact or obtain satisfaction from your agent or the Insurer, you may contact the Idaho Department of Insurance to obtain information or make a complaint at:

Idaho Department of Insurance Consumer Affairs
700 W State Street, 3rd Floor
PO BOX 83720
Boise ID 83720-003
1-800-721-3272 or 208-334-4250
www.DOI.Idaho.gov

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

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Friends of Idaho Public Television, Inc.	DCP-898834-P13
Effective Date of This Endorsement	Authorized Representative
04/29/2021	

Excess Benefit Penalty Coverage

In consideration of the premium paid for this **Policy**, the defined term **Damages** in section III. Definitions of the Directors, Officers and Organization Liability Insurance Coverage Section of this **Policy** is deleted in its entirety and replaced with the following:

Damages means:

1. a monetary judgment, award or settlement; or
2. pre-judgment interest and post-judgment interest;

provided, however, **Damages** shall not include:

a. taxes, civil or criminal fines, sanctions or penalties imposed by law; provided, however, that the **Insurer** will reimburse an **Insured Entity**:

i. for any employer share of payroll taxes on any portion of damages or settlements which constitute backpay otherwise considered **Damages**, or

ii. for any 10 percent (10%) excess benefit tax penalty assessed by the Internal Revenue Service on any organization manager who participates in an excess benefit transaction, as defined by the Taxpayer Bill of Rights 2. H.R. 2337, up to a maximum limit of $25,000 per **Policy Period** for all **Insureds**, which amount shall be part of and not in addition to the Limits of Liability set forth in Item 4. of the Declarations;

b. costs incurred by any **Insured** to make any building or property more accessible or accommodating to any disabled person; or

c. commissions, bonuses, deferred compensation, profit sharing or severance payments; or

d. disgorgement or restitution payment by or on behalf of any **Insured**, including disgorgement or restitution of amounts retained, obtained, or acquired by an **Insured** and any settlement payment arising from any actual or alleged amount that an **Insured** improperly retained, obtained, or acquired; or

e. any matter deemed uninsurable under the law pursuant to which this **Policy** shall be construed.

It is further understood and agreed that the **Insurer** shall not be liable for any **Loss** attributable to, or a part of, the 200 percent (200%) tax penalty assessed by the Internal Revenue Service for failure to correct the award of an excess benefit tax penalty, and the assessment of a 200 percent (200%) tax penalty shall void any coverage extended by this endorsement.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Carolina Casualty Insurance Company

Professional Services Exclusion

In consideration of the premium paid for this **Policy**, section IV. Exclusions of the Directors, Officers and Organization Liability Insurance Coverage Section of this **Policy** is amended by the addition of the following:

IV. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving the performance of any professional services for others, and caused by any act, error or omission.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured	Policy Number
Friends of Idaho Public Television, Inc.	DCP-898834-P13
Effective Date of This Endorsement	**Authorized Representative**
04/29/2021	

Intellectual Property Exclusion

In consideration of the premium paid for this **Policy** it is amended as follows:

1. Section IV. Exclusions of the Directors, Officers and Organization Liability Insurance Coverage Section of this **Policy** is amended by the addition of the following:

   IV. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged:

   1. plagiarism or piracy;
   2. infringement of copyright, patent, title or slogan;
   3. idea misappropriation; and/or
   4. intellectual property rights.

2. The defined term **Personal Injury** in Section III. Definitions of the Directors, Officers and Organization Liability Insurance Coverage Section of this **Policy** is deleted in its entirety and replaced with the following:

   Personal Injury means any actual or alleged defamation, invasion of privacy, wrongful entry, eviction, false arrest, false imprisonment, or malicious prosecution.

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
Effective Date of This Endorsement 04/29/2021	Authorized Representative	

Carolina Casualty Insurance Company

Idaho Amendatory Endorsement

In consideration of the premium paid for this **Policy**, this **Policy** is amended to the extent necessary and supersedes anything to the contrary.

1. Section VIII. B. Application is amended by the addition of the following:

   VIII. B. Provided, however, any misrepresentations, omissions, concealment of facts, and incorrect statements shall not prevent recovery under the Policy unless they are:

   1. fraudulent;
   2. material either to the acceptance of the risk, or to the hazard assumed by the **Insurer**; or
   3. the **Insurer** in good faith would either not have issued the Policy, or would not have issued it at the same premium rate or would not have issued the Policy in as large an amount, or would not have provided coverage with respect to the hazard resulting in the loss, if the true facts had been made known to the **Insurer** as required by the Application for the Policy or otherwise.

2. Section III. Definitions **Insured Person** paragraph 2. **i**s amended by deleting the following sentence:

   "As used herein, spouse shall include a person that is party to a civil union with the **Insured Person** if they establish such civil union under the licensing process established by the applicable jurisdiction."

IMPORTANT NOTICE TO IDAHO POLICYHOLDERS

If you have been unable to contact or obtain satisfaction from your agent or the **Insurer**, you may contact the Idaho Department of Insurance to obtain information or make a complaint at:

Idaho Department of Insurance
Consumer Affairs
700 W State Street, 3rd Floor
PO BOX 83720

Boise ID 83720-003

1-800-721-3272 or 208-334-4250 or www.DOI.Idaho.gov

Whenever printed in this Endorsement, the boldface type terms shall have the same meanings as indicated in the Policy Form. All other provisions of the Policy remain unchanged.

Insured Friends of Idaho Public Television, Inc.		Policy Number DCP-898834-P13
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NonProfit ExecShield®

Common Policy Terms and Conditions Section

CLAIMS MADE NOTICE FOR POLICY

NOTICE: THIS POLICY PROVIDES COVERAGE ON A CLAIMS MADE AND REPORTED BASIS. SUBJECT TO ITS TERMS, THIS POLICY APPLIES ONLY TO ANY CLAIM FIRST MADE AGAINST THE INSUREDS AND REPORTED TO THE INSURER DURING THE POLICY PERIOD OR ANY EXTENDED REPORTING PERIOD THAT MAY APPLY.

PLEASE READ THE POLICY CAREFULLY AND DISCUSS THE COVERAGE WITH YOUR INSURANCE AGENT OR BROKER.

In consideration of the payment of the premium, in reliance on all statements in the **Application** and all other information provided to the **Insurer**, and subject to all provisions of this **Policy**, the **Insurer** and **Insureds** agree as follows:

I. Common Policy Terms and Conditions Section

The Common Policy Terms and Conditions Section of this **Policy** shall apply to all **Coverage Sections** and endorsements. Unless stated to the contrary in any **Coverage Section** or endorsement, the terms and conditions of each **Coverage Section** of this **Policy** shall apply only to that **Coverage Section** and shall not apply to any other **Coverage Section** of this **Policy**. If any provision in the Common Policy Terms and Conditions Section is inconsistent or in conflict with the terms and conditions of any **Coverage Section** or endorsement, the terms and conditions of such **Coverage Section** or endorsement shall control for the purposes of that **Coverage Section** or endorsement. Any defined term referenced in this Common Policy Terms and Conditions Section and also defined in a **Coverage Section** or endorsement shall, for the purposes of coverage under that **Coverage Section** or endorsement, have the meaning set forth in that **Coverage Section** or endorsement.

II. Extended Reporting Periods

A. Optional Extended Reporting Period

1. If this **Policy** is cancelled or non-renewed by the **Insurer** for reason other than non-payment of premium, or if the **Named Insured** elects to cancel or non-renew this **Policy**, then the **Named Insured** shall have the right, upon payment of the additional premium described in sub-paragraph 5. below, to purchase an extension of the reporting period of this **Policy** for any **Claim** that is first made against the **Insured** during such period but only with respect to any **Wrongful Act** fully occurring prior to the end of the **Policy Period** and which is otherwise covered by this **Policy**. Such period of time shall be referred to as the Optional Extended Reporting Period.
2. The right to purchase the Optional Extended Reporting Period must be exercised by the **Named Insured** within thirty (30) days of the end of the **Policy Period** by providing written notice to the **Insurer** along with the additional premium.
3. If purchased, the Optional Extended Reporting Period shall begin on the date the **Policy Period** ends.
4. As a condition precedent to the right to purchase the Optional Extended Reporting Period, the total premium for the **Policy** must have been paid and any deductible obligations met by the **Insureds**.
5. The additional premium for the Optional Extended Reporting Period shall be based upon the annual premium for the **Policy** in effect on the date this **Policy** was issued or last renewed and shall be: fifty percent (50%) of such annual premium for one (1) year; seventy five percent (75%) of such annual premium for two (2) years; or one hundred percent (100%) of such annual premium for three (3) years.
6. In the event of a Transaction described in Section VIII. D. of the Common Policy Terms and Conditions Section, the **Named Insured** has the right to purchase a Run-off Period pursuant to the terms of Section II. C. below.
7. The entire premium for the Optional Extended Reporting Period shall be deemed fully earned at its commencement.
8. The Limit of Liability for the Optional Extended Reporting Period shall be part of, and not in addition to, the Limits of Liability stated in Item 5. of the Declarations for this **Policy**.

B. Automatic Extended Reporting Period

1. If the **Named Insured** cancels or if the **Insurer** or the **Named Insured** refuses to renew this **Policy** and the **Named Insured** has not purchased any similar insurance policy(ies) there shall be a sixty (60) day automatic extension of the reporting period of this **Policy** for any **Claim** first made against an **Insured** and reported during such sixty (60) day period after the date upon which the **Policy Period** ends, but only with respect to any **Wrongful Act** fully occurring prior to the end of the **Policy Period** and otherwise covered by this **Policy**. This sixty (60) day period shall be referred to as the Automatic Extended Reporting Period. There shall be no additional premium for the Automatic Extended Reporting Period.
2. The Limit of Liability for the Automatic Extended Reporting Period shall be part of, and not in addition to, the Limits of Liability stated in Item 5. of the Declarations for this **Policy**.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

C. Run-Off Period in the Event of a Transaction

1. In the event of a Transaction described in section VIII. D. of the Common Policy Terms and Conditions Section, the **Named Insured** shall have the right, upon payment of the additional premium described in sub-paragraph 5. below, to purchase an extension of the reporting period of this **Policy** for any **Claim** that is first made against the **Insured** during such period but only with respect to any **Wrongful Act** fully occurring prior to the end of the **Policy Period** and which is otherwise covered by this **Policy**. Such period of time shall be referred to as the Run-off Period.
2. The right to purchase the Run-Off Period must be exercised by the **Named Insured** within sixty (60) days of the end of the **Policy Period** by providing written notice to the **Insurer** along with the additional premium.
3. If purchased, the Run-Off Period shall begin on the date the **Policy Period** ends.
4. As a condition precedent to the right to purchase the Run-Off Period, the total premium for the **Policy** must have been paid and any deductible obligations met by the **Insureds**.
5. The additional premium for the Run-Off Period shall be based upon the annual rates for the **Policy** in effect on the date this **Policy** was issued or last renewed and shall be: seventy five percent (75%) of such annual premium for one (1) year; one hundred percent (100%) of such annual premium for two (2) years; one hundred twenty five percent (125%) of such annual premium for three (3) years; or two hundred twenty five percent (225%) of such annual premium for six (6) years.
6. The entire premium for the Run-Off Period shall be deemed fully earned at its commencement.
7. The Limit of Liability for the Run-off Period shall be part of, and not in addition to, the Limits of Liability stated in Item 5. of the Declarations for this **Policy**..

III. Definitions

Whenever printed in boldface type and whether in the singular or plural form in this **Policy**, the following terms shall have the meanings indicated below.

Application means the Application Form(s) and any material submitted therewith.

Claim shall have the meaning set forth in each applicable **Coverage Section** or any applicable endorsement attached to this **Policy**.

Costs of Defense shall have the meaning set forth in each applicable **Coverage Section** or any applicable endorsement attached to this **Policy**.

Coverage Section means, individually or collectively, the purchased **Coverage Sections** listed in Item 3. of the Declarations and attached to this **Policy**.

Damages shall have the meaning set forth in each applicable **Coverage Section** or any applicable endorsement attached to this **Policy**.

Where insurable, **Damages** also means: liquidated, punitive, or exemplary damages, or any multiplied damages award in excess of the amount so multiplied. Such coverage for liquidated, punitive, exemplary or multiplied damages is part of and not in addition to the Limit of Liability, and any payment of such **Damages** shall serve to reduce the Limit of Liability. Only for the purpose of resolving any dispute between the **Insurer** and the **Insured** regarding whether such liquidated, punitive, exemplary or multiplied damages are insurable under this **Policy**, the law of the jurisdiction most favorable to the insurability of those damages shall control, provided that such jurisdiction is where:

1. those damages were awarded or imposed; or
2. any **Wrongful Act** occurred for which such damages were awarded or imposed; or
3. the **Insured** resides, is incorporated or has its principal place of business; or
4. the **Insurer** is incorporated or has its principal place of business.

Domestic Partner means any person who qualifies as a **Domestic Partner** under the provisions of any federal, state or local statute or regulation (whether such status is derived by reason of statutory law, common law or otherwise, of any applicable jurisdiction in the world), or under the terms and provisions of any employee benefit or other program established by the **Named Insured**.

Insured means:

1. any duly elected or appointed director, trustee or officer of an **Insured Entity**, or
2. any **Insured Entity**;

unless modified by an applicable **Coverage Section** or any applicable endorsement attached to this **Policy.**

Insured Entity means the **Named Insured** and any **Subsidiary**.

Insured Person shall have the meaning set forth in each applicable **Coverage Section** or any applicable endorsement attached to this **Policy**.

This **Policy** shall cover **Costs of Defense** and **Damages** arising from a **Claim** made against:

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

1. the heirs, executors, administrators, and legal representatives of an **Insured Person** in the event of death, incapacity or bankruptcy, but solely with respect to the liability of an **Insured Person** as otherwise covered by this **Policy**; or
2. the lawful spouse or **Domestic Partner** of an **Insured Person** for a **Claim** arising solely out of his or her status as the spouse or **Domestic Partner** of an **Insured Person**, including a **Claim** that seeks damages recoverable from marital community property, property jointly held by the **Insured Person** and the spouse or **Domestic Partner**, or property transferred from the **Insured Person** to the spouse or **Domestic Partner**. As used herein, spouse shall include a person that is party to a civil union with the **Insured Person** if they establish such civil union under the licensing process established by the applicable jurisdiction. However, this extension shall not afford coverage for any **Claim** for any **Wrongful Act** of the spouse or **Domestic Partner**, but shall apply only to **Claims** arising out of any **Wrongful Act** of an **Insured Person**.

Insurer means the entity issuing this **Policy** as listed on the Declarations Page.

Loss means **Damages** and **Costs of Defense**.

Named Insured means the entity designated in Item 1. of the Declarations.

Policy means, collectively, the Declarations, the Common Policy Terms and Conditions Section, the **Coverage Sections**, and the **Application**.

Policy Period means the period of time from the inception date shown in Item 2. of the Declarations to the earlier of the expiration date shown in Item 2. of the Declarations or the effective date of cancellation of this **Policy**.

Related Wrongful Acts means **Wrongful Acts** which are the same as, related or continuous or that are logically or causally connected by reason of any common fact, circumstance, situation, transaction, casualty, event or decision.

Subsidiary means an entity which qualifies as a nonprofit organization under Section 501(c)(3), (c)(4), (c)(6), (c)(7), (c)(8), (c)(10), or (c)(13) of the Internal Revenue Code of 1986, including amendments thereto and which the **Named Insured** has or controls the right to elect or appoint more than 50 percent of the Board of Directors (or other governing body) on or before the inception of the **Policy Period**.

The term **Subsidiary** shall not mean any political committee organized pursuant to Section 432 of the Federal Election Campaign Act of 1971, including amendments thereto.

In all events, coverage as is afforded with respect to a **Claim** made against a **Subsidiary** shall only apply for **Wrongful Acts** committed or allegedly committed after the effective time that such **Subsidiary** became a **Subsidiary** and prior to the time that such **Subsidiary** ceased to be a **Subsidiary**.

An entity ceases to be a **Subsidiary** when the **Named Insured** ceases to control the right to elect or appoint more than 50 percent of the Board of Directors (or other governing body), or ceases to continue as an ongoing entity.

If during the **Policy Period** the **Insured Entity** forms or acquires a **Subsidiary**, this **Policy** shall apply:

1. Automatically for a **Subsidiary**, whose assets are less than thirty five percent (35%) of the total consolidated assets of the **Insured Entity** as of the **Policy** inception date; or
2. If the assets of such **Subsidiary** are equal to or greater than thirty five percent (35%) of the total consolidated assets of the **Insured Entity** as of the **Policy** inception date, then only upon the condition that within ninety (90) days of it becoming a **Subsidiary**, the **Named Insured** provides the **Insurer** in writing with full particulars of the new **Subsidiary** and agrees to any additional premium and/or amendment of the provisions of this **Policy** required by the **Insurer** related to such new **Subsidiary**. Further, coverage as shall be afforded to the new **Subsidiary** is conditioned upon the **Named Insured** paying when due any additional premium required by the **Insurer** relating to such new **Subsidiary**.

Wrongful Act shall have the meaning set forth in each applicable **Coverage Section** or any applicable endorsement attached to this **Policy**.

IV. Exclusions

The **Insurer** shall not be liable to make any payment for **Loss** in connection with a **Claim** made against any **Insured**:

A. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged nuclear reaction, radiation or contamination, regardless of cause;

B. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged seepage, pollution or contamination of any kind;

C. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving:

1. any **Wrongful Act** alleged in any claim which has been reported, or in any circumstance of which notice has been given, prior to the **Policy Period** under any other policy; or
2. any other **Wrongful Act** whenever occurring, which together with a **Wrongful Act** which has been the subject of such claim or notice, would constitute **Related Wrongful Acts**.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

V. Limits of Liability and Deductibles

A. Limits of Liability

1. Costs of Defense Reduce the Limit of Liability

If **Costs of Defense** Reduce the Limit of Liability is purchased, as stated in Item 4. A. of the Declarations, then **Costs of Defense** are part of **Loss** and payment thereof will reduce the Limit of Liability available to pay **Damages**. **Costs of Defense** are not payable by the **Insurer** in addition to any applicable Limit of Liability stated in Item 5. of the Declarations. The **Insurer's** liability for all **Loss** arising out of all **Claims** first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. Notice of Claims of this **Policy** shall not exceed the amount(s) stated in Item 5. of the Declarations for the purchased **Coverage Section(s)**.

2. Costs of Defense in Addition to the Limit of Liability

If **Costs of Defense** in Addition to the Limit of Liability is purchased, as stated in Item 4. B. of the Declarations, **Costs of Defense** shall be separate and in addition to the applicable Limits of Liability stated in Item 5. of the Declarations. Payment of **Costs of Defense** shall not reduce the applicable Limits of Liability stated in Item 5. of the Declarations.

The **Insurer's** liability for all **Damages** arising out of all **Claims** first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. Notice of Claims of this **Policy** shall not exceed the amount(s) stated in Item 5. of the Declarations for the purchased **Coverage Section(s)**.

In the event the applicable Limit(s) of Liability stated in Item 5. of the Declarations is exhausted by payment of **Damages**, or has been tendered to or on behalf of the **Insured**, then any and all obligations of the **Insurer** hereunder shall be deemed to be completely fulfilled and extinguished.

3. Shared Policy Limit of Liability

If Shared Policy Limit of Liability for all **Coverage Sections** is purchased, as stated in Item 5. A. of the Declarations, then the **Insurer's** liability for all **Claims** covered by the **Coverage Sections** purchased shall not exceed the Aggregate Limit of Liability stated in Item 5. A. of the Declarations.

4. Separate Limit of Liability

If Separate Limit of Liability for each **Coverage Section** is purchased, as stated in Item 5. B. of the Declarations, then the **Insurer's** liability for all **Claims** covered by each **Coverage Section** purchased shall not exceed the Separate Aggregate Limit of Liability stated in Item 5. B. of the Declarations.

B. Exhaustion of Limit of Liability

1. In the event the applicable Limit of Liability stated in Item 5. of the Declarations, or any applicable sub-limit stated in this **Policy**, is exhausted by payment of **Costs of Defense** and/or **Damages**, or has been offered or tendered to, or on behalf of, the **Insured**, or to a court of competent jurisdiction, then any and all obligations of the **Insurer** hereunder shall be deemed to be completely fulfilled and extinguished.
2. Unless otherwise stated, all Limits of Liability for this **Policy**, including any sub-limit(s), will apply in the aggregate to all covered **Claims**. In no event shall the **Insurer** be liable to make any payment for **Costs of Defense** and/or **Damages** in excess of the Limit(s) of Liability stated in Item 5. of the Declarations or any applicable sub-limit stated in this **Policy**.
3. The **Insurer** is not obligated to investigate, defend, pay or settle, or continue to investigate, defend, pay or settle a **Claim** after the applicable limit of the **Insurer's** liability has been exhausted by payment of **Damages** or **Costs of Defense** or by any combination thereof or after the **Insurer** has deposited the remaining available Limit of Liability into a court of competent jurisdiction. In such case, the **Insurer** shall have the right to withdraw from the further investigation, defense, payment or settlement of such **Claim** by tendering control of said investigation, defense or settlement of the **Claim** to the **Insured**.

C. Multiple Coverage Sections or Endorsements

In the event a **Claim** is covered under more than one **Coverage Section** or endorsement and such **Coverage Sections** or endorsements are not subject to a Shared Policy Limit of Liability, the **Insurer** shall pay covered **Damages** based on the terms of each applicable **Coverage Section** or endorsement and allocated to each applicable **Coverage Section** or endorsement on the basis of the relative legal and financial exposures of the parties pursuant to the applicable **Coverage Sections** or endorsements, as determined by the **Insurer**. The **Insurer** shall pay covered **Costs of Defense** based on the terms of each applicable **Coverage Section** or endorsement, to be distributed equally against all applicable **Coverage Sections** or endorsements. Any **Costs of Defense** and/or **Damages** paid shall reduce the applicable sub-limit or Limit of Liability of such **Coverage Sections** or endorsements. In no event shall the **Insurer** be liable to pay **Costs of Defense** and/or **Damages** for such **Claim** in excess of the largest Limit of Liability available under the **Coverage Sections** or endorsements applicable to such **Claim**.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

D. Deductibles

1. The **Insurer** shall only be liable for the amount of **Loss** arising from a **Claim** which is in excess of the applicable Deductible amount stated in Item 6. of the Declarations. Such Deductible amount shall be borne by the **Named Insured** and shall apply to each and every **Claim.** In the event a **Claim** is covered under more than one **Coverage Section** or endorsement, the largest applicable Deductible shall apply. If the **Named Insured** fails to pay the Deductible, then all **Insureds** shall be jointly and severally obligated to pay the Deductible.
2. If the **Insurer** advances any **Loss** within the applicable Deductible, the **Named Insured** shall, upon written demand, reimburse the **Insurer** for such amounts within thirty (30) days. Any funds so advanced by the **Insurer** at its option, shall serve to reduce the Limit of Liability to the extent that they are not repaid to the **Insurer**. If the **Insurer** brings suit to collect the Deductible, then the **Insured** responsible to pay the applicable Deductible also shall pay the legal fees, costs and expenses incurred by the **Insurer** to collect the Deductible.

VI. Defense, Cooperation and Settlements

A. Consent

No **Insured** shall admit or assume liability, enter into any settlement agreement, make any offer of settlement or compromise, stipulate to any judgment, agree to arbitration, or incur **Costs of Defense** without the **Insurer's** prior written consent. The **Insurer's** consent shall not be unreasonably withheld, provided that the **Insurer** shall be entitled to full information and all particulars it may request in order to reach a decision regarding such consent. Any **Costs of Defense** and/or **Damages** incurred and settlements agreed to prior to the **Insurer** giving its consent shall not be covered hereunder.

B. Defense of Claims

1. The **Insurer** shall have the right and the duty to defend any **Claims** which are covered by this **Policy**. The **Insurer** shall have the right to select defense counsel. The **Insurer** has no obligation to provide **Costs of Defense** for any **Claim** not covered by this **Policy**.
2. The **Insurer** has no obligation to pay any amounts incurred by any **Insured** in any way involving the interpretation or applicability of the terms and conditions of this **Policy**.

C. Cooperation

Each **Insured** shall cooperate with the **Insurer** in the defense and settlement of any **Claim**, and in enforcing any right of contribution or indemnity against any person or organization that may be liable to the **Insured**, at no cost to the **Insurer**. Upon the request of the **Insurer**, the **Insured** shall submit to examination and interrogation, under oath if required by a representative of the **Insurer**, and shall attend hearings, depositions and trials, assist in effecting settlement, securing and giving evidence, obtaining the attendance of witnesses, as well as giving written statements to the **Insurer's** representatives, and meeting with such representatives for purposes of investigation or defense, all without charge to the **Insurer**.

D. Settlements

The **Insurer** shall not settle any **Claim** without the **Named Insured's** consent. If, however, the **Named Insured** shall refuse to consent to any settlement recommended by the **Insurer**, which is acceptable to the claimant, and shall elect to contest the **Claim**, or continue any civil, criminal, administrative, or arbitration proceedings in connection with such **Claim**, then the **Insurer's** liability for the **Claim** shall be the amount for which the **Claim** could have been settled, including **Costs of Defense** incurred up to the date of such refusal, and eighty percent (80%) of such **Loss** excess of the amount for which the **Claim** could have been settled. It is a condition of this insurance that the remaining twenty percent (20%) of such **Loss** shall be borne by the **Insureds** at their own risk. Such amounts are subject to the provisions of section V. of the Common Policy Terms and Conditions Section of this **Policy**.

E. Allocation

If a **Claim** made against an **Insured** pursuant to any **Coverage Sections** contains both covered and uncovered matters, then the **Named Insured** and the **Insurer** will allocate any amount incurred with respect to such **Claim** as follows:

1. one hundred percent (100%) of **Costs of Defense** incurred will constitute covered **Loss**; and
2. **Damages** will be allocated on the basis of the relative legal and financial exposures of the parties as to covered and uncovered matters pursuant to the applicable **Coverage Sections**.

If a **Claim** made against an **Insured** pursuant to any **Coverage Sections** contains both covered and uncovered parties, then the **Named Insured** and the **Insurer** will allocate any amounts incurred on behalf of any uncovered parties with respect to such **Claim** on the basis of the relative legal and financial exposures of the parties of such covered and uncovered parties pursuant to the applicable **Coverage Sections**.

The **Insurer** shall not be liable under this **Policy** for the portion of such amount allocated to non-covered **Loss**. In the event that the parties cannot reach a mutually agreeable allocation, the **Insurer** will determine the appropriate allocation at its discretion.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

VII. Notice of Claims

A. Notice of Claim

As a condition precedent to their rights under this **Policy**, an **Insured** shall give the **Insurer** written notice of any **Claim** first made against the **Insureds** during the **Policy Period**, as soon as practicable, but in no event later than sixty (60) days after such **Claim** is first made.

B. Notice of Circumstance

If during the **Policy Period** or any Extended Reporting Period or Run-off Period that may apply, the **Insureds** become aware of any fact, circumstance or situation which may reasonably be expected to give rise to a **Claim** being made against any **Insured** and the **Insured** gives written notice to the **Insurer**, as soon as practicable (but prior to the expiration of or cancellation of the **Policy**), of:

1. the specific fact, circumstance or situation, with full details as to dates, persons, and entities involved; and
2. the injury or damages which may result therefrom; and
3. the circumstances by which the **Insured** first became aware thereof;

then any **Claim** subsequently made arising out of such fact, circumstance or situation shall be deemed to have been made when notice was first given to the **Insurer**.

C. Related Wrongful Acts

All **Claims** based upon or arising out of the same **Wrongful Act** or any **Related Wrongful Acts**, or one or more in a series of any similar, repeated or continuous **Wrongful Acts** or **Related Wrongful Acts**, shall be considered a single **Claim**. Each **Claim** shall be deemed to be first made at the earliest of the following times:

1. when the earliest **Claim** arising out of such **Wrongful Act** or **Related Wrongful Acts** is first made, or
2. when notice pursuant to section VII. B. above of a fact, circumstance or situation giving rise to such **Claim** is given.

D. Information and Cooperation

In addition to furnishing the notice as provided in sections VII. A. and VII. B. above, the **Insureds** shall give the **Insurer** such information and cooperation as it may reasonably require and shall, as soon as practicable, furnish the **Insurer** with copies of reports, investigations, pleadings and other papers in connection therewith.

VIII. General Conditions

A. Cancellation or Non-Renewal of Policy

1. Cancellation

a. The **Named Insured** may cancel this **Policy** at any time by sending written notice to the **Insurer**.

b. The **Insurer** may not cancel this **Policy** except for non-payment of any premium when due.

c. The **Insurer** shall provide at least twenty (20) days written notice to the **Named Insured** prior to any cancellation for non-payment of any premium and such cancellation shall not be effective less than twenty (20) days after such notice is mailed.

d. If this **Policy** is cancelled by the **Named Insured**, the **Insurer** shall retain the customary short rate proportion of the premium herein. Payment or tender of any unearned premium by the **Insurer** shall not be a condition precedent to the effectiveness of cancellation, but such payment shall be made as soon as practicable.

2. Nonrenewal

If the **Insurer** decides not to renew this **Policy**, the **Insurer** shall provide written notice to the **Named Insured** at least sixty (60) days prior to the end of the **Policy Period**. The notice shall include the reason for such non-renewal.

3. Notice

The **Insurer** shall send all notices required under this Section VIII.A. by first-class mail to the **Named Insured** at the address last known to the **Insurer**. Proof of mailing of such notice by the United States Postal Service certificate of mailing shall be sufficient proof of notice.

B. Application

The **Application** is the basis of this **Policy** and is incorporated in and constitutes a part of this **Policy**. Any material submitted with the **Application(s)** shall be maintained on file with the **Insurer** and shall be deemed to be attached hereto as if physically attached. It is agreed by the **Insureds** that the statements in the **Application** are their representations, that they are material and that this **Policy** is issued in reliance upon the truth of such representations. With respect to such statements and representations, no knowledge or information possessed by any **Insureds** shall be imputed to any other **Insureds**.

If any person or persons knew as of the **Policy** inception date that such declarations and statements contained in the **Application(s)** were untrue, inaccurate or incomplete, then this **Policy** shall not apply to that person or persons.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

However, if the signer of the **Application** knew as of the **Policy** inception date that such representations and statements contained in the **Application(s)** were untrue, inaccurate or incomplete, then this **Policy** shall not apply to that person or persons and the **Insured Entity**.

C. Action Against the Insurer

No action shall lie against the **Insurer** unless, as a condition precedent thereto, there shall have been full compliance with all of the terms of this **Policy**, and the amount of the **Insureds'** obligation to pay shall have been finally determined either by judgment against the **Insureds** after actual trial or by written agreement of the **Insureds**, the claimant and the **Insurer**.

Any person or organization or the legal representative thereof who has secured such judgment or written agreement shall thereafter be entitled to recover under this **Policy** to the extent of the insurance afforded by this **Policy**. No person or organization shall have any right under this **Policy** to join the **Insurer** as party to any action against the **Insureds** to determine the **Insureds'** liability, nor shall the **Insurer** be impleaded by the **Insureds** or their legal representatives.

D. Change in Control of the Named Insured

1. If during this **Policy Period** the **Named Insured**:
   a. ceases to continue as an ongoing entity; or
   b. sells all or substantially all of its assets, or consolidates, or merges with or into any other person, group, entity or organization; who then controls the right to elect or appoint more than 50 percent of the Board of Directors or other governing body of the **Named Insured**;

   (either of the above events herein referred to as “Transaction”)

   then, this **Policy** shall continue in full force and effect as to any **Wrongful Acts** fully occurring prior to the Transaction, but there shall be no coverage afforded by any provision of this **Policy** for any actual or alleged **Wrongful Acts** occurring after the Transaction.
2. This **Policy** may not be cancelled following a Transaction and the entire premium for this **Policy** shall be deemed fully earned as of the effective date of the Transaction.
3. The **Named Insured** shall give the **Insurer** written notice of the Transaction as soon as practicable but not later than sixty (60) days after the Transaction and prior to the expiration of the **Policy Period**. In the event of a Transaction, the **Named Insured** shall have the right to purchase the Run-Off Period described in section II. C. of this Common Policy Terms and Conditions Section.

E. Subrogation

In the event of any payment under this **Policy**, the **Insurer** shall be subrogated to the extent of such payment to all the **Insureds'** rights of recovery thereof, and the **Insureds** shall execute all papers required and shall do everything that may be necessary to secure such rights including the execution of such documents necessary to enable the **Insurer** to effectively bring suit in the name of the **Insureds**. In no event, however, shall the **Insurer** exercise its rights of subrogation against an **Insured** under this **Policy** unless such **Insured** has been convicted of a criminal act, or been judicially determined to have committed a deliberate fraudulent act, or obtained any profit or advantage to which such **Insured** was not legally entitled.

F. Assignment

This **Policy** and any and all rights hereunder are not assignable without the written consent of the **Insurer**.

G. Entire Agreement

By acceptance of this **Policy**, the **Insureds** and the **Insurer** agree that this **Policy** and any written endorsements attached hereto constitute the entire agreement between the parties.

H. Representation by Named Insured

It is agreed that the **Named Insured** shall act on behalf of its **Subsidiaries** and all **Insureds** with respect to the giving and receiving of notices, the payment of premiums and the receiving of any return premiums that may become due under this **Policy**, the receipt and acceptance of any endorsements issued to form a part of this **Policy** and the exercising or declining to exercise any right to an Extended Reporting Period or Run-off Period.

I. Coverage Territory

This **Policy** applies to any **Wrongful Act** taking place anywhere in the world. In the event that the **Insured Entity** operates outside the United States, then the term **Insured Person** also means those titles, positions or capacities in such foreign **Insured Entity** which is equivalent to the position of **Insured Person** in an entity incorporated and/or formed within the United States.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

J. Bankruptcy

Bankruptcy or insolvency of the **Insureds** or of their estates shall not relieve the **Insurer** of any of its obligations hereunder. In the event a liquidation or reorganization proceeding is commenced by or against the **Insured Entity** pursuant to the United States Bankruptcy Code, including amendments thereto, or any similar state or local law. The **Insured Entity** and the **Insured Persons** hereby: (1) agree to waive and release any automatic stay or injunction which may apply in such proceeding to this **Policy** or its proceeds under such Bankruptcy Code or law; and (2) agree not to oppose or object to any efforts by the **Insurer**, the **Insured Entity** or any **Insured Persons** to obtain relief from any such stay or injunction.

K. Trade and Economic Sanctions

This **Policy** does not provide coverage for **Insureds**, transactions or that part of **Damages** or **Costs of Defense** that is uninsurable under the laws or regulations of the United States concerning trade or economic sanctions.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

NonProfit ExecShield®

Directors, Officers and Organization Liability Insurance Coverage Section

CLAIMS MADE NOTICE FOR POLICY

NOTICE: THIS POLICY PROVIDES COVERAGE ON A CLAIMS MADE AND REPORTED BASIS. SUBJECT TO ITS TERMS, THIS POLICY APPLIES ONLY TO ANY CLAIM FIRST MADE AGAINST THE INSUREDS AND REPORTED TO THE INSURER DURING THE POLICY PERIOD OR ANY EXTENDED REPORTING PERIOD THAT MAY APPLY.

PLEASE READ THE POLICY CAREFULLY AND DISCUSS THE COVERAGE WITH YOUR INSURANCE AGENT OR BROKER.

In consideration of the payment of the premium, in reliance on all statements in the **Application** and all other information provided to the **Insurer**, and subject to all provisions of this **Policy**, the **Insurer** and **Insureds** agree as follows:

I. Insuring Agreements

Directors, Officers and Organization Liability Coverage

A. This **Policy** shall pay on behalf of the **Insureds** all **Costs of Defense** and/or **Damages** up to the Limit of Liability applicable to this coverage section arising from any **Claim** first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Wrongful Act** committed subsequent to the **Prior Acts Date**; except and to the extent that the **Insured Entity** has indemnified the **Insured Persons**.

B. This **Policy** shall pay on behalf of the **Insured Entity** all **Costs of Defense** and/or **Damages** up to the Limit of Liability applicable to this coverage section arising from any **Claim** that is first made against the **Insured Persons** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Wrongful Act** committed subsequent to the **Prior Acts Date**; but only to the extent that the **Insured Entity** has indemnified the **Insured Persons** for such **Costs of Defense** and/or **Damages** as permitted by law.

C. This **Policy** shall pay on behalf of the **Insured Entity** all **Costs of Defense** and/or **Damages** up to the Limit of Liability applicable to this coverage section arising from any **Claim** that is first made against the **Insured Entity** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Wrongful Act** committed subsequent to the **Prior Acts Date**.

II. Priority of Payments

In the event of **Costs of Defense** and/or **Damages** arising from any **Claim** for which payment is due under the provisions of this coverage section, then the **Insurer** shall:

1. first, pay such non-indemnifiable **Costs of Defense** and/or **Damages** for which coverage is provided under Insuring Agreement I. A. of this coverage section; and
2. then, with respect to whatever remaining amount of the applicable Limit of Liability stated in Item 5. of the Declarations is available after payment of such non-indemnifiable **Costs of Defense** and/or **Damages**, at the written request of the Chief Executive Officer of the **Named Insured**, either pay or withhold payment of such other **Costs of Defense** and/or **Damages** for which coverage is provided under this coverage section.

In the event the **Insurer** withholds payment pursuant to sub-paragraph 2. above, then the **Insurer** shall at such time and in such manner as shall be set forth in written instructions of the Chief Executive Officer of the **Named Insured**, remit such payment to the **Named Insured** or directly to the **Insured Persons**.

III. Definitions

In addition to the Definitions listed in section III. of the Common Policy Terms and Conditions Section, whenever printed in boldface type, and whether in the singular or plural form, in this coverage section the following terms shall have the meanings indicated below.

Claim means:

1. a written demand for monetary or non-monetary relief including, but not limited to, a civil, criminal, administrative, or arbitration proceeding arising from a **Wrongful Act**;
2. a civil, criminal, administrative, or arbitration proceeding for monetary or non-monetary relief filed against an **Insured** arising from a **Wrongful Act** which is commenced by: (a) service of a complaint or similar pleading; (b) return of an indictment, information or similar document; or (c) receipt or filing of a notice of charges; or

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

3. a written request made by a claimant to the **Named Insured** to toll or waive the statute of limitations for any **Wrongful Act**;

provided, however, the term **Claim** shall not include any grievance or arbitration subject to a collective bargaining agreement with respect to Insuring Agreement I. C. of this coverage section. A **Claim** shall be deemed to have been first made at the time notice of the **Claim** is first received by any **Insured**.

Costs of Defense means reasonable and necessary fees, costs and expenses (including premiums for any appeal bond, attachment bond or similar bond, but without any obligation to apply for or furnish any such bond) resulting solely from the investigation, adjustment, defense and appeal of a covered **Claim** against the **Insureds**, but excluding salaries, wages, overhead or benefit expenses associated with any **Insured**, or any amount covered by the duty to defend obligation of any other insurer.

Damages means:

1. a monetary judgment, award or settlement; or
2. pre-judgment interest and post-judgment interest;

provided, however, **Damages** shall not include:

a. taxes, civil or criminal fines, sanctions or penalties imposed by law; or
b. costs incurred by any **Insured** to make any building or property more accessible or accommodating to any disabled person; or
c. commissions, bonuses, deferred compensation, profit sharing or severance payments; or
d. disgorgement or restitution payment by or on behalf of any **Insured**, including disgorgement or restitution of amounts retained, obtained, or acquired by an **Insured** and any settlement payment arising from any actual or alleged amount that an **Insured** improperly retained, obtained, or acquired; or
e. any matter deemed uninsurable under the law pursuant to which this **Policy** shall be construed.

Insured Person means any past, present or future duly elected or appointed directors, trustees, officers, employees (including part time, seasonal and temporary individuals), volunteers, or committee or staff members of the **Insured Entity**. An independent contractor is not an **Insured Person** under this coverage section.

Insured means any **Insured Person** or any **Insured Entity**.

Loss means **Damages** and **Costs of Defense**.

Outside Entity means:

1. a nonprofit organization under Section 501(c)(3) of the Internal Revenue Code of 1986, including amendments thereto; or
2. any other entity organized for a religious or charitable purpose under any nonprofit organization act or statute; or
3. any other entity, partnership, joint venture or other organization listed by endorsement to this **Policy**.

Personal Injury means any actual or alleged defamation, invasion of privacy, wrongful entry, eviction, false arrest, false imprisonment, malicious prosecution, infringement of copyright or trademark, unauthorized use of title, plagiarism, or misappropriation of ideas.

Prior Acts Date means the date stated in Item 8. i. of the Declarations.

Wrongful Act means any actual or alleged breach of duty, neglect, error, misstatement, misleading statement, omission or act, including **Personal Injury**, by:

1. any **Insured Person** in their respective capacities as such, or any matter claimed against them by reason of their status as **Insured Persons** with the **Insured Entity**;
2. any **Insured Person** arising out of their serving as a director, officer, trustee, or governor of an **Outside Entity** in such capacity, but only if such service is at the specific request or direction of the **Insured Entity**; or
3. the **Insured Entity**.

IV. Exclusions

In addition to the Exclusions listed in section IV. of the Common Policy Terms and Conditions Section, the **Insurer** shall not be liable to make any payment for **Loss** in connection with a **Claim** made against any **Insured**:

A. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving the actual or alleged gaining of any profit or advantage to which an **Insured** was not legally entitled; provided, however, this exclusion shall not apply unless a judgment or other final adjudication adverse to any of the **Insureds** in such **Claim** shall establish that such **Insureds** gained such profit or advantage to which an **Insured** was not legally entitled;

B. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged criminal or deliberate fraudulent act; provided, however, this exclusion shall not apply unless a judgment or other final adjudication adverse to any of the **Insureds** in such **Claim** shall establish that such **Insureds** committed such criminal or deliberate fraudulent act;

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

C. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged payments to an **Insured** of any remuneration without the previous approval of the governing bodies of the **Insured Entity**, which payment without such previous approval shall be held to have been illegal; provided, however, this exclusion shall not apply unless a judgment or other final adjudication adverse to any of the **Insureds** in such **Claim** shall establish that such **Insureds** received such payments;

Solely with respect to Exclusions A., B., and C. of this coverage section, the **Insurer** will provide a defense for any such **Claims**, without any liability by the **Insurer** to pay such sums that any **Insured** shall become legally obligated to pay as **Damages**.

D. for:

1. physical damage to or destruction of any tangible property, including the loss of use thereof; or
2. bodily injury, sickness, disease, death, assault or battery of any person;

E. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violation of the Employee Retirement Income Security Act of 1974, including amendments thereto;

F. by, on behalf of, or in the right of any **Insured** in any capacity; provided, however, this exclusion does not apply to:

1. any **Claim** that is a derivative action brought or maintained on behalf of the **Insured Entity**, and only if such **Claim** is instigated and continued totally independent of, and totally without the solicitation of, or assistance of, or participation of, or intervention of any **Insured**; or
2. any **Claim** by any **Insured Person** pursuant to any federal or state whistleblower protection statute or any regulation promulgated thereunder; provided, however, this exception does not apply to any **Claim** arising from any actual or potential employment relationship with the **Insured Entity**;

G. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any **Wrongful Act** of an **Insured Person** serving in the capacity as a director, officers, trustee, employee, member or governor of any other entity other than an **Insured Entity** or an **Outside Entity**, or by reason of their status as a director, officer, trustee, employee, member or governor of such other entity;

H. for any **Wrongful Act** arising out of an **Insured** serving as a director, officer, trustee, employee, member or governor of an **Outside Entity**:

1. if such **Claim** is brought by the **Outside Entity** or any of its directors or officers, or by any security holder of the **Outside Entity**, whether directly or derivatively, unless such security holder's **Claim** is instigated and continued totally independent of, and totally without the solicitation of, or assistance of, or participation of, or intervention of the **Outside Entity**, any of its directors or officers, or any **Insured**; or
2. if such **Wrongful Act** occurred prior to the inception date of the first Nonprofit Directors, Officers and Organization Liability Insurance Policy issued by the **Insurer** to the **Named Insured**, which has been continuously renewed and maintained in effect prior to the inception of this **Policy Period**; or
3. to the extent such **Insured** is indemnified for such **Costs of Defense** and **Damages** by the **Outside Entity**, and/or to the extent that there is coverage in whole or in part under any policy issued to or for the benefit of any **Outside Entity** or its directors or officers, then this **Policy** shall apply only to **Loss** excess over such indemnification and insurance(if applicable);

I. based upon, arising out of, directly or indirectly resulting from, in consequence of, or in any way involving any actual or alleged employment-related torts, including but not limited to: failure to hire; wrongful dismissal; wrongful discharge; wrongful termination; retaliation; harassment; discrimination; violation of civil rights; or violation of any federal, state, local or foreign laws, whether statutory or common law, concerning discrimination or harassment;

J. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any federal, state, local or foreign wage and hour laws, whether statutory or common law, including, without limitation, the Fair Labor Standards Act;

K. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged breach of any oral or written contract or agreement; provided, however, this exclusion shall not apply to the extent that an **Insured Entity** would have been liable in the absence of the contract or agreement.

The **Wrongful Act** of an **Insured** shall not be imputed to any other **Insured** for the purpose of determining the applicability of the Exclusions.

V. Other Insurance

Unless specifically stated otherwise, the coverage afforded under this coverage section shall apply only as excess over any other valid and collectible insurance, unless such other insurance is specifically written as excess insurance over the Separate Limit of Liability or Shared Limit of Liability applicable to this coverage section. This coverage section shall be excess of any other valid and collectible insurance pursuant to which any other insurer has a duty to defend a **Claim** for which this coverage section may be obligated to pay **Costs of Defense** and/or **Damages**.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

NonProfit ExecShield®

Employment Practices Liability Insurance Coverage Section

CLAIMS MADE NOTICE FOR POLICY

NOTICE: THIS POLICY PROVIDES COVERAGE ON A CLAIMS MADE AND REPORTED BASIS. SUBJECT TO ITS TERMS, THIS POLICY APPLIES ONLY TO ANY CLAIM FIRST MADE AGAINST THE INSUREDS AND REPORTED TO THE INSURER DURING THE POLICY PERIOD OR ANY EXTENDED REPORTING PERIOD THAT MAY APPLY.

PLEASE READ THE POLICY CAREFULLY AND DISCUSS THE COVERAGE WITH YOUR INSURANCE AGENT OR BROKER.

In consideration of the payment of the premium, in reliance on all statements in the **Application** and all other information provided to the **Insurer**, and subject to all provisions of this **Policy**, the **Insurer** and **Insureds** agree as follows:

I. Insuring Agreements

A. Wrongful Employment Acts Coverage

This **Policy** shall pay on behalf of the **Insureds** all **Costs of Defense** and/or **Damages** up to the Limit of Liability applicable to this coverage section arising from any **Employment Claim** first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Wrongful Employment Act** committed subsequent to the **Prior Acts Date**.

B. Third Party Wrongful Acts Coverage

If purchased as indicated in Item 3. ii. of the Declarations, this **Policy** shall pay on behalf of the **Insureds** all **Costs of Defense** and/or **Damages** up to the Limit of Liability applicable to this coverage section arising from any **Third Party Claim** that is first made against the **Insureds** during the **Policy Period** and reported to the **Insurer** in accordance with section VII. of the Common Policy Terms and Conditions Section of this **Policy**, for any actual or alleged **Third Party Wrongful Act** committed subsequent to the **Prior Acts Date**.

II. Automatic Extended Reporting Period for Former Directors or Officers

In addition to section II. Extended Reporting Periods of the Common Policy Terms and Conditions Section, the following shall apply:

1. If the **Named Insured** cancels or refuses to renew this coverage section and the **Named Insured** has not purchased any similar insurance policy(ies), Optional Extended Reporting Period or Run-Off Period from the **Insurer** or any other insurance carrier, there shall be a three (3) year automatic extension of the reporting period for this coverage section for any **Claim** that is first made against any **Former Director or Officer** during such three (3) year period but only with respect to any **Wrongful Act** of any **Former Director or Officer** fully occurring prior to the end of the **Policy Period** and which is otherwise covered by this coverage section. Such three (3) year period of time shall be referred to as the Automatic Extended Reporting Period for Former Directors and Officers. There shall be no additional premium for the Automatic Extended Reporting Period for Former Directors and Officers.
2. The Limit of Liability for the Automatic Extended Reporting Period for Former Directors and Officers shall be part of, and not in addition to, the Limit of Liability stated in Item 5. of the Declarations for this coverage section.

III. Definitions

In addition to the Definitions listed in section III. of the Common Policy Terms and Conditions Section, whenever printed in boldface type, and whether in the singular or plural form, in this coverage section the following terms shall have the meanings indicated below.

Claim means:

1. an **Employment Claim**; or
2. if purchased as indicated in Item 3. ii. of the Declarations, a **Third Party Claim**.

A **Claim** shall be deemed to have been first made at the time notice of the **Claim** is first received by any **Insured**.

Claimant means:

1. a past or present **Employee** of, or applicant for employment with, an **Insured Entity**; or
2. a governmental entity or agency, including the Equal Employment Opportunity Commission or similar federal, state or local or foreign agency, when acting on behalf of or for the benefit of a past or present **Employee** or applicant for employment with an **Insured Entity**.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

Costs of Defense means reasonable and necessary fees, costs and expenses (including premiums for any appeal bond, attachment bond or similar bond, but without any obligation to apply for or furnish any such bond) resulting solely from the investigation, adjustment, defense and appeal of a covered **Claim** against the **Insureds**, but excluding salaries, wages, overhead or benefit expenses associated with any **Insured**, or any amount covered by the duty to defend obligation of any other insurer.

Damages means:

1. a monetary judgment, award or settlement, including front pay, back pay, emotional distress; or
2. pre-judgment interest and post-judgment interest;

provided, however, **Damages** shall not include:

a. taxes (provided, however, that the **Insurer** will reimburse an **Insured Entity** for any employer share of payroll taxes on any portion of damages or settlements which constitute back pay otherwise considered **Damages**), civil or criminal fines, or penalties imposed by law; or

b. payment of insurance, disability, pension, health or other plan benefits claimed by or on behalf of any former or current **Employee**, or that an **Employee** would have been entitled to as an **Employee** had the **Insured Entity** provided the **Employee** with a continuation of insurance; or

c. costs incurred by any **Insured** to make any building or property more accessible or accommodating to any disabled person; or

d. commissions, bonuses, profit sharing or severance payments, unpaid wages, or amounts due pursuant to any federal, state, local or foreign wage and hour laws whether statutory or common law, including without limitation, the Fair Labor Standards Act, including any amendments thereto, and/or any payroll policies, practices and procedures, including the reimbursement of claimed business expenses; or

e. future wages or benefits of any reinstated **Employee** or wages or benefits associated with the continued employment of an **Employee**; or

f. any matter deemed uninsurable under the law pursuant to which this **Policy** is construed.

Employee means an individual whose labor or service is engaged by and directed by an **Insured Entity**, including any: part-time, volunteer, intern, leased, seasonal or temporary individual; or committee or staff member. An independent contractor is not an **Employee**. An individual's employment status shall be determined as of the date of the **Wrongful Act**.

Employment Claim means:

1. a written demand for monetary or non-monetary relief, including but not limited to, any demand for mediation, arbitration or any other alternative dispute resolution process, brought by or on behalf of a **Claimant**, arising from a **Wrongful Employment Act**;
2. a civil, administrative, regulatory investigation or arbitration proceeding brought by or on behalf of a **Claimant**, arising from a **Wrongful Employment Act**; or
3. a written request made by a **Claimant** to an **Insured** to toll or waive the statute of limitations for any **Wrongful Employment Act**;

provided, however, the term **Employment Claim** shall not include any grievance or arbitration based upon, arising out of, directly or indirectly resulting from, or in consequence of, or in any way involving a collective bargaining agreement.

Former Director or Officer means any duly elected or appointed director, trustee or officer of an **Insured Entity** solely while acting within such capacity for an **Insured Entity**; who did not serve as a duly elected or appointed director or officer at the time of the cancellation or non-renewal of this **Policy**.

Harassment means unwelcome sexual or non-sexual advances, requests for sexual or non-sexual favors or other verbal, visual or physical conduct of a sexual or non-sexual nature that:

1. are explicitly or implicitly made a condition of employment;
2. are used as a basis for employment decisions; or
3. create a work environment that interferes with performance.

Harassment also means assault or battery, but only if related to a charge of sexual harassment.

Insured means any **Insured Person** or any **Insured Entity**.

Insured Person means:

1. any past, present or future duly elected or appointed director, trustee or officer of an **Insured Entity** while acting solely within the course and scope of employment with an **Insured Entity**;
2. an **Employee** while acting solely within the course and scope of employment with an **Insured Entity**; or
3. an independent contractor for an **Insured Entity**, but only if the **Insured Entity** provides indemnification to such individual in the same manner as that provided to the **Insured Entity's** employees.

Loss means **Damages** and **Costs of Defense**.

Prior Acts Date means the date stated in Item 8. ii. of the Declarations.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

Retaliation means any actual or alleged retaliatory act of an **Insured** alleged to be in response to the actual or attempted exercise by an **Employee** or applicant for employment with the **Insured Entity**, of any right that such **Employee** or applicant has under law, including without limitation, any of the following activities:

1. the disclosure or threat of disclosure by an **Employee** to a superior or to any governmental agency of any act by an **Insured** which act is alleged to be a violation of any federal, state, local or foreign law, common or statutory, or any rule or regulation promulgated thereunder;
2. the exercise of rights under workers' compensation laws, the Family and Medical Leave Act, the Americans with Disabilities Act or any other law relating to employee rights;
3. the filing of any claim under the Federal False Claims Act or any other federal, state, local or foreign whistle-blower law;
4. strikes of an **Employee** or applicant, or any legally-protected work stoppage or slowdown; or
5. assisting, cooperating or testifying in any proceeding or investigation into whether an **Insured** violated any federal, state, local or foreign law, common or statutory, or any rule or regulation promulgated thereunder.

Third Party Claim means:

1. a written demand for monetary or non-monetary relief, including but not limited to, any demand for mediation, arbitration or any other alternative dispute resolution process; arising from a **Third Party Wrongful Act**, which is solely brought and maintained by or on behalf of a **Third Party Claimant** against an **Insured**;
2. a civil proceeding which is: (a) brought against an **Insured**; and (b) arising from a **Third Party Wrongful Act**; and (c) which is solely brought and maintained by or on behalf of a **Third Party Claimant** against whom a **Third Party Wrongful Act** is alleged to have been committed; or
3. a written request made by or on behalf of a **Third Party Claimant** to an **Insured** to toll or waive the statute of limitations for any **Third Party Wrongful Act**.

Third Party Claimant means any natural person(s) who is a client, customer, vendor, service provider or other business invitee of any **Insured Entity**, other than an **Employee** or applicant for employment with the **Insured Entity**.

Third Party Wrongful Act means any actual or alleged:

1. discrimination prohibited by applicable law;
2. harassment on the basis of race, color, religion, age, gender, disability, pregnancy, national origin, sexual orientation, gender identity or expression, or marital status; or
3. harassment in the form of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature;

committed by an **Insured**.

Workplace Bullying means verbal, written or visual intimidation, harassment or threats by an **Insured** while acting solely within the course and scope of employment with an **Insured Entity**, including but not limited to, an **Insured's** use of social media to intimidate, harass or threaten.

Wrongful Act means:

1. a **Wrongful Employment Act**;
2. if purchased as indicated in Item 3. ii. of the Declarations, a **Third Party Wrongful Act**.

Wrongful Employment Act means any actual or alleged:

1. wrongful dismissal, discharge or termination of employment (either actual or constructive), including breach of an implied agreement to employ;
2. **Harassment**;
3. harassment on the basis of race, color, religion, age, gender, disability, pregnancy, national origin, sexual orientation, gender identity or expression, or marital status (including but not limited to: **Workplace Bullying**);
4. discrimination (including, but not limited to, discrimination based upon age, gender, gender identity or expression, race, color, national origin, religion, sexual orientation or preference, genetic information, pregnancy, marital status, military status or disability or any other basis prohibited by law);
5. **Retaliation**;
6 employment-related misrepresentation;
7. employment-related libel, slander, humiliation or defamation or invasion of privacy;
8. false arrest or false imprisonment;
9. wrongful failure to employ or promote;
10. wrongful deprivation of career opportunity, wrongful demotion or negligent evaluation, including the giving of negative or defamatory statements in connection with an employee reference;

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

11. wrongful discipline;
12. failure to grant tenure; or
13. negligent hiring, retention, training or supervision, infliction of emotional distress or mental anguish, failure to provide or enforce adequate or consistent employment-related corporate policies and procedures, or violation of an individual's civil rights;

committed by an **Insured**.

IV. Exclusions

In addition to the Exclusions listed in section IV. of the Common Policy Terms and Conditions Section, the **Insurer** shall not be liable to make any payment for **Loss** in connection with a **Claim** made against any **Insured**:

A. for:

1. damage to or destruction of any tangible property, including the loss of use thereof, or
2. bodily injury, sickness, disease, and death; provided, however, solely with respect to a **Claim** for a **Wrongful Employment Act**, this exclusion shall not apply to: emotional distress, mental anguish, defamation, invasion of privacy or humiliation;

B. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violation of the Employee Retirement Income Security Act of 1974, including amendments thereto; or any similar provisions of state statutory law or common law;

C. for any actual or alleged breach of any oral or written contract or agreement; or for any amounts owed pursuant to an oral or written contract or agreement; whether brought as breach of contract, misrepresentation or otherwise;

D. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violation of the Worker's Adjustment and Retraining Notification Act, the Consolidated Omnibus Budget Reconciliation Act of 1985, the Occupational Safety and Health Act, the National Labor Relations Act, or the Health Insurance Portability and Accountability Act of 1996, including amendments thereto, or any similar provisions of any federal, state, local or foreign statutory or common law; provided, however, this exclusion shall not apply to any **Claim** for any actual or alleged retaliatory treatment of an **Employee** by the **Insured** on account of the **Employee's** exercise of rights pursuant to any such law;

E. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged obligations under any workers' compensation, social security, disability benefits, or unemployment compensation law, including amendments thereto, or any similar provisions of any federal, state, local or foreign statutory or common law; provided, however, this exclusion shall not apply to any **Claim** for any actual or alleged retaliatory treatment of an **Employee** by the **Insured** on account of the **Employee's** exercise of rights pursuant to any such law;

F. based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violations of any federal, state, local or foreign wage and hour laws, whether statutory or common law, including, without limitation, the Fair Labor Standards Act including any amendments thereto; provided, however, this exclusion shall not apply to any **Claim** for any amounts owed under the Equal Pay Act of 1963, or any similar provisions of any federal, state, local or foreign law prohibiting pay discrimination or for any actual or alleged retaliatory treatment of an **Employee** by the **Insured** on account of the **Employee's** exercise of rights pursuant to any such law or amounts owed under the Equal Pay Act of 1963.

V. General Conditions

Other Insurance

Unless specifically stated otherwise, the coverage afforded under this coverage section for:

1. an **Employment Claim** shall be primary to any other valid and collectible insurance policy (including coverage afforded by any other **Coverage Section**), provided that with respect to that portion of an **Employment Claim** made against any leased or temporary employee or independent contractor, **Costs of Defense** and/or **Damages** payable on behalf of such leased or temporary employee or independent contractor under this coverage section shall be excess of, and shall not contribute with, any other valid and collectible policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section), regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise; and
2. a **Third Party Claim** shall be excess of, and shall not contribute with, any other valid and collectible insurance policy (other than a policy that is issued specifically as excess of the insurance afforded by this coverage section); regardless of whether such other insurance is stated to be primary, contributory, excess, contingent or otherwise.

The descriptions in the headings of this **Policy** are solely for convenience, and form no part of the terms and conditions of coverage.

Friends of Idaho Public Television, Inc.

FRIENDS OF IDAHO PUBLIC TELEVISION, INC. ENDOWMENT FUND

Statement of Investment Policy and Fiduciary Management

FRIENDS OF IDAHO PUBLIC TELEVISION INC.
idahoptv.org

Approved by
Friends of Idaho Public Television, Inc.
February 20, 2018

BACKGROUND

On September 23, 1985, the Idaho Public Television Foundation, Inc. (IdahoPTV Foundation) was incorporated under the laws of the State of Idaho as a nonprofit organization exempt from Federal tax under section 501(c)(3) of the Internal Revenue Code. The Idaho Public Television Foundation's exclusive purposes are:

- to benefit Idaho Public Television (IdahoPTV), an agency of the state of Idaho, directly responsible to the Idaho State Board of Education, which holds the licenses for five analog and five digital public television stations in Idaho: KAID, Boise; KISU, Pocatello; KUID, Moscow; KIPT, Twin Falls; and KCDT, Coeur d'Alene and 43 rural television translators;
- to provide an annual scholarship to a student studying broadcasting at an Idaho state college or university; and
- to solicit, receive, and expend funds and property to carry out any or all purposes of the IdahoPTV Foundation.

The IdahoPTV Foundation endeavors and is empowered to solicit financial support for IdahoPTV. This includes the management and investment of the securities, monies, and real and personal property it receives. When necessary, the IdahoPTV Foundation shall expend its resources, beyond that required to cover the costs of its operation, to and for the benefit of IdahoPTV. The IdahoPTV Foundation is governed by a Board of Directors.

IdahoPTV is a multimedia, statewide television network. The Idaho State Board of Education is the licensee board for Idaho Public Television and has statutory responsibility for all programming and other operating decisions. In addition, IdahoPTV has three regional, non-profit designation corporation boards, the Friends of Idaho Public Television: KAID/KIPT, Inc.; the Friends of Idaho Public Television: KISU, Inc.; and the Friends of Idaho Public Television: KUID/KCDT, Inc., each with a separate Board of Directors.

In 1989, the IdahoPTV Foundation began discussions about establishing an endowment, to recognize the importance of long-term financial vitality and stability for IdahoPTV. By 1991, the IdahoPTV Foundation created the Endowment, and on October 30, 1992, adopted amendments to a previously presented Endowment resolution. The IdahoPTV Foundation set aside an Endowment to receive, invest, and expend various gifts and other income for the benefit of IdahoPTV and its support of local productions, programming, and capital needs. The initial goal was to raise $3,000,000 by the end of the year 2000. Due to drastic reduction in federal (Corporation for Public Broadcasting) funding and flat state operational funding, the initial deadline goal was moved up to June 30, 1999, and the initial fund's goal was successfully raised by that date.

On March 27, 2008, the Friends of Idaho Public Television, KAID/KIPT, Inc., together with the Friends of Idaho Public Television, KISU, Inc., and the Friends of Idaho Public Television, KUID/KCDT, Inc., merged with the Idaho Public Television Foundation, Inc.

Also on this date, the Idaho Public Television Foundation, Inc. was renamed Friends of Idaho Public Television, Inc. (Friends).

INTRODUCTION

The Friends Board of Directors (Board) approved this policy through careful study and consideration of the returns and risks associated with investment strategies in relation to the current and projected income needs of Idaho Public Television and activities, which are supported by the Friends. This policy provides a structure within which the Endowment may be managed to achieve the long-term investment and financial objectives of the Friends. The Friends is committed to ensuring the assets

of the Endowment are fully diversified into appropriate and viable asset categories, which are managed efficiently and prudently by qualified investment personnel.

The assets are intended to be held as a permanent endowment.

The responsibility for implementation of the investment policy shall be delegated to the Endowment Committee appointed by the Board.

MISSION

The mission of the Friends is to provide sustainable annual support for special projects, student scholarships, and programming initiatives that surpass general operating expenditures of Idaho Public Television provided by the State of Idaho. This annual support will be funded by a combination of capital appreciation of the Endowment and by annual fundraising efforts. The Friends endeavors that:

1. Gifts and other support designated by donors to the Friends shall be so honored.
2. The Board shall approve a Spending Policy regarding the amount of financial support it will provide to IdahoPTV on an annual basis.
3. The Board shall encourage funding opportunities to benefit IdahoPTV.

RESPONSIBILITIES

Board

1. The Board shall approve all investment policies.
2. The Board President shall select board members to serve on the Endowment Committee.
3. The Board may hire an Investment Consultant[1], or other experts, to advise in stated responsibilities.
4. The Endowment Committee shall recommend to the Board, for the Board's approval, the hiring of Investment Managers[2] or other experts.

Friends Endowment Committee (Endowment Committee)

1. The Endowment Committee's primary responsibilities are to ensure compliance with the approved investment policies, to determine the optimum asset allocation of the investment portfolio and to select, monitor and evaluate Investment Managers. The Endowment Committee will meet quarterly to review the status of investments and Investment Manager performance.

[1] An **Investment Consultant** does not manage assets, but rather oversees the Investment Managers, develops strategies and monitors results. Investment Consultants also provide a third party, objective analysis of all issues relating to the investments.
[2] An **Investment Manager** is responsible for day to day management of assets through buying and selling of securities.

2. The Endowment Committee will be responsible for reviewing, implementing, and monitoring existing policies, but must have approval from the Board for any changes in existing policy or adoption of new policies.

3. The Endowment Committee will have the authority to carry out Investment Manager terminations for reasons identified within this policy. Any Investment Manager terminations for reasons outside this policy will be brought before the Board for approval.

4. The Endowment Committee will be allowed to reinvest proceeds from a terminated Investment Manager into an index fund or ETF of the same asset class for a period of up to one year until the Board of Directors ratifies a new Investment Manager. The Board of Directors must approve an extension of the one-year Investment Manager search while said funds remain in the index fund or the same asset class ETF.

Investment Consultant

The Investment Consultant will assist in developing the Investment Policy Statement, provide potential model asset allocation strategies, monitor all Investment Manager activities, prepare performance reports and communicate with the Board through the Endowment Committee on all aspects of the portfolio.

Investment Manager

1. Investment Managers are responsible for the day-to-day investment management of assets in accordance with this Statement of Investment Policy and Fiduciary Management.

2. All Investment Managers are expected to conform to all State and Federal laws governing the practice of investment management.

General

1. The master schedule for Board and Endowment Committee meetings may be adopted on or before December 31st for the upcoming calendar year. The IdahoPTV General Manager will provide a copy of the meeting schedule to the Investment Consultant. The Endowment Committee may meet no sooner than four weeks following the end of the quarter.

2. All communication[3] regarding the Endowment and including the Investment Consultant shall be copied to (at the minimum) the Investment Consultant, the Board President, the Board Treasurer, the Endowment Committee, the IdahoPTV General Manager, and the IdahoPTV Director of Fiscal Affairs.

3. The IdahoPTV General Manager will be responsible for communicating any changes to the distribution list.

[3] **Communication** shall be defined as information, data, and correspondence that is essential to the Client/Investment Consultant relationship. This includes the distribution of performance reports, asset allocation studies, manager research, and any other documents that affect the implementation of existing policy or adoption of new policy. In addition, this includes any organizational changes of the **Friends of Idaho Public Television, Inc.** that could affect investment procedures, contact lists, or meeting schedules.

INVESTMENT OBJECTIVES

In recognition of the importance of a strong Endowment for the long-term financial vitality and stability of Idaho Public Television, the Friends of Idaho Public Television, Inc. has set aside a permanent Endowment to receive, invest, and expend various gifts and other income for the benefit of IdahoPTV and its support of local productions, programming, and capital needs. The objectives are:

1. Maximize the Endowment's total returns within appropriate risk constraints to support the mission of the Friends of Idaho Public Television, Inc.

2. Maintain the Endowment's purchasing power in perpetuity to ensure spending rates that keep pace with inflation.

3. The annual target return shall be to exceed the policy portfolio benchmark, net of fees over a trailing 5-year period.

Time Horizon

The Friends established a perpetual endowment and has no fixed investment time horizon. As such, the assets within the Endowment will be managed with a long term focus that will emphasize a total return philosophy.

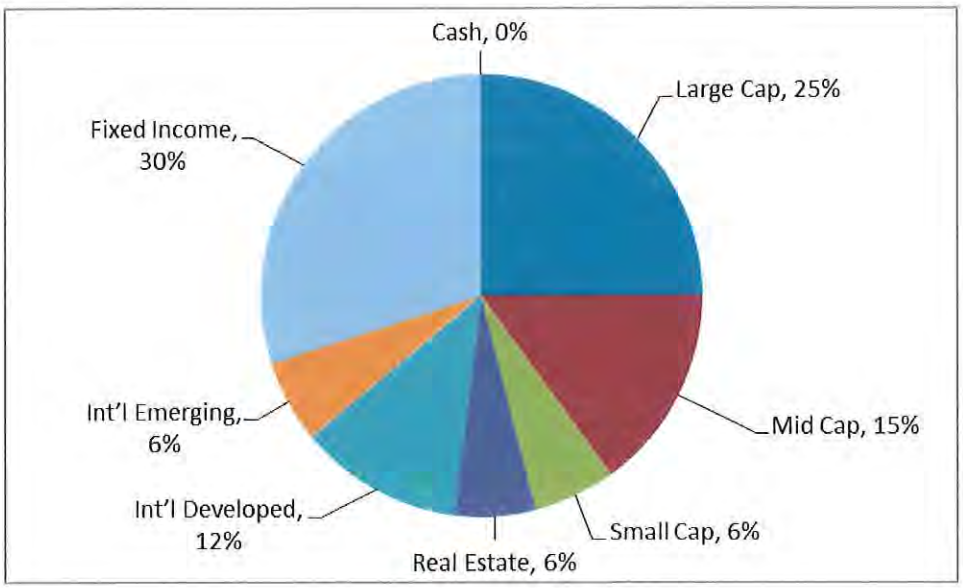
Risk Tolerance

The Board recognizes that assumption of risk is warranted in order to achieve the stated objectives, accommodate the spending policy and keep pace with inflation. The Board shall determine how much risk can be tolerated by assessing the probability of achieving, exceeding, or falling short of these objectives.

ASSET ALLOCATION

The Endowment Committee worked with the Investment Consultant to review various asset allocation models to determine the most optimal diversification relative to the stated goals and objectives of the Friends. As such, both passive and active management styles may be employed in all asset classes.

The Strategic Asset Allocation model will be reviewed every three years to determine its continued relevance to the goals and objectives of the Friends.



The following will provide the policy percentages for the Endowment asset allocation and limits on upper and lower constraints:

Strategic Asset Allocation

Asset Class	Lower Limit		Policy		Upper Limit
US Large Cap Equity	21%		**25%**		29%
US Mid Cap Equity	12%		**15%**		18%
US Small Cap Equity	4%		**6%**		8%
Real Estate	4%		**6%**		8%
Int'l Equity Developed	9%		**12%**		15%
Int'l Equity Emerging	4%		**6%**		8%
US Fixed Income	22%		**30%**		38%
Cash Equivalents	N/A		**0%**		3%

The Endowment Committee shall determine that each asset class included in the Strategic Allocation has a separate set of security selection guidelines and performance benchmarks, which are approved by the Board and issued to the Investment Managers responsible for each segment of the Endowment portfolio. The Endowment Committee will review security selection guidelines and performance benchmarks every three years during any regular or special meeting. The Endowment Committee will annually review the strategic asset allocation.

Rebalancing Policy

It is the goal of the Friends to maintain the Strategic Asset Allocation long term to achieve the stated investment objectives. Over time, certain assets will perform better or worse than others, which will create an imbalance in the allocation. Therefore, upper and lower

constraints have been established to allow for variations in asset performance. Once an asset class has breached an upper or lower limit for ten consecutive business days, the Investment Consultant will notify, within the next three business days, the Endowment Committee Chair to discuss a recommendation. Typically, when a limit has been breached, the Investment Consultant will rebalance the portfolio within the approved policy allocation.

Cash Flows

Cash inflows and outflows of the Endowment shall be designated as opportunities for rebalancing. By way of example, cash inflows shall be allocated to the asset class or classes that are the most underweighted relative to policy allocation (see page 6). Cash outflows shall be taken from the asset class or classes that are the most over weighted relative to policy allocation (see page 6).

Performance Benchmarks

The performance benchmarks that will be used in order to evaluate manager return for the asset classes are as follows:

Asset Class	***Index***	***McMillen Universe***
US Large Cap Equity	Russell 1000[4]	Large Cap
US Mid Cap Equity	Russell Mid Cap[5]	Mid Cap
US Small Cap Equity	Russell 2000[6]	Small Cap
Real Estate	NAREIT[7]	Real Estate
US Fixed Income	Barclay's Aggregate[8]	Intermediate Fixed
Int'l Equity Developed	MSCI EAFE[9]	Developed International
Int'l Equity Emerging	MSCI Emerging[10]	Emerging International

[4] The Russell 1000 includes the largest 1000 securities in the Russell 3000. The Russell 1000 Index offers investors access to the extensive large-cap segment of the U.S. equity universe representing approximately 92% of the U.S. market.
[5] The Russell Mid Cap Index is comprised of the 800 smallest stocks from the Russell 1000 Index, representing approximately 22% of the U.S. equity market capitalization.
[6] The Russell 2000 index represents the smallest 2000 stocks within the Russell 3000 index. As of September 30, 2017, the weighted average market capitalization for a company in the index is around $2.2 billion; the median market cap is $854 million.
[7] A real estate index that includes both all equity properties plus all properties, which have been de-leveraged making it a large universe of properties.
[8] Covers the U.S. investment-grade fixed-rate bond market, including government and credit securities, agency mortgage pass-through securities, asset-backed securities and commercial mortgage-based securities. To qualify for inclusion, a bond or security must have at least one year to final maturity, rated investment grade Baa3 or better, dollar denominated, non-convertible, fixed rate and be publicly issued.
[9] A free float-adjusted market capitalization index that is designed to measure developed market equity performance excluding the U.S. and Canada. As of April 2002, the MSCI EAFE index consisted of 21 developed countries in Europe Autralasia and the Far East.
[10] A free float-adjusted market capitalization index that is designed to measure equity market performance in the global emerging markets.

Total Portfolio Benchmark/Policy[11]	#1 52% R3000 30% Barclay's Aggregate 18% MSCI EAFE #2 25% Russell 1000 15% Russell Mid Cap 6% Russell 2000 6% NAREIT Equity 30% Barclay's Aggregate 12% MSCI EAFE 6% MSCI Emerging	N/A

INVESTMENT MANAGER EXPECTATIONS

Each Investment Manager will be measured by the Investment Consultant against their asset class benchmark and universe. Active management will provide a varied level of relative performance. Therefore, a trailing 5-year period will be given to each Investment Manager in order to measure their return relative to their assigned benchmark. In certain instances, such as an Investment Manager drifting from the stated asset class or basic philosophy, a review may be required within a market cycle. The Endowment Committee will review the performance results quarterly and make any recommended changes deemed necessary to the Board for approval.

Additionally, all active Investment Managers will be expected to achieve and maintain the following relative performance over a trailing 5-year period:

Asset Class	***Return Above Benchmark***	***Minimum Universe***[12] ***Ranking***
US Equity	75 basis points*, net of fees	40th percentile
Fixed Income	25 basis points*, net of fees	40th percentile
International Equity	75 basis points*, net of fees	40th percentile

* 100 basis points = 1.00%

INVESTMENT MANAGER GUIDELINES

The managed portfolios will be well diversified and consist of readily marketable securities in the open market. Investments may consist of short, medium and/or long-term securities. All Investment Managers are expected to conform to all State and Federal laws governing the practice of investment management. Each Investment Manager will be provided with this Statement of Investment Policy and will be expected to return a signed copy to the Investment Consultant. The Investment Consultant will provide a copy to the IdahoPTV General Manager. Additionally, Investment Managers are expected to use prudence in their decision making for Endowment assets and adhere to the investment mandate as agreed to.

[11] The Total Portfolio Benchmark/Policy is the return of the weighted sub asset class benchmarks at the portfolio level.
[12] A universe is a group of Investment Managers managing assets within the same asset class. This group is used to compare how hired Investment Managers are performing relative to their peer group, or Universe.

Allowable Investments

All securities are expected to be publicly traded and may consist of:

1. Common stocks
2. Preferred stocks
3. REITs
4. International stocks
5. U.S. Corporate bonds and notes
6. U.S. Government T-bill, notes, bonds and TIPS
7. U.S. Agency bonds
8. Commercial paper or other money market instruments
9. ETF and ETNs (passive investments)
10. Warrants that are received by an issuer but not purchased by an Investment Manager.

Concentration

Investment Managers will be allowed to purchase up to 5%, at cost, of their portfolio's current value in any one security. Positions may not grow beyond 8% of the total value of their portfolio at any time unless authorization is provided by the Investment Consultant. The Investment Consultant will notify the Investment Committee Chair if any deviation of this Concentration policy has been allowed

Proxy Voting

Investment Managers are authorized by the Board to vote all proxies held by them. It is expected that Investment Managers vote in a manner that represents the interests of the Friends as defined within this policy.

Fixed Income

Holdings will consist primarily of investment grade securities. These may include, but are not limited to, U.S. Treasury or federal agency obligations, corporate debt instruments, or first mortgage loans. A minimum of 50% of investments will be rated Aaa (Moody's rating) or AAA (S&P). In the event that both Moody's and S&P downgrade U.S. Treasury debt below AAA, the minimum AAA weighting will be equal to the Barclay's Aggregate index. In addition, a minimum of 85% will be rated A by Moody's or A S&P's. A maximum of 5% of fixed income assets may be invested in less than investment grade (Baa) or (BBB) bonds. ETFs will also be allowable investments for fixed income assets.

Duration

The Fixed Income Investment Manager will be allowed to manage the portfolio's effective duration but will be limited to + or - 1/2 year of the Barclay's Aggregate Bond Index duration. If the portfolio moves outside these parameters due to market conditions or if the Investment Manager wants to change the duration outside of + or – ½ year, the Investment Manager will contact the Investment Consultant for review.

The Investment Consultant will notify the Endowment Committee Chair if any deviation of this Duration policy has been allowed.

Cash and Equivalents

All cash investments will be limited to bank CDs, U.S. Government securities, commercial paper rated A-1 (S&P) or P-1 (Moody's), and repurchase agreements collateralized by U.S. Government securities. Additionally, cash may be placed with the Master Custodian[13] in a money market fund.

Restricted Securities

The following list of securities or transactions are not allowed to be held or conducted without the Board's prior written approval:

1. Hedge Funds
2. Private Equity Funds or investments
3. Venture Capital Funds or investments
4. Direct Real Estate investments
5. Short sales
6. Commodities
7. Private placements
8. Any use of leverage
9. Derivative transactions
10. Options contracts

Investment Manager Controls

Each Investment Manager will be monitored by the Investment Consultant on an ongoing basis, including both performance measurement and material changes within the investment management company. The Endowment Committee, for reasons stated below, may terminate the Investment Manager without the Board's approval:

1. Returns below the 40th percentile in universe over a trailing 5-year period
2. Equity returns that do not produce an additional 75 basis points net of fees (0.75%) above benchmark over a trailing 5-year period
3. Fixed Income returns that do not produce an additional 25 basis points net of fees (0.25%) above benchmark over a trailing 5-year period
4. Key personnel changes
5. Firm sale, merger or change of management control
6. Significant style shift
7. Regulatory action
8. Changes within the Friends

INVESTMENT PERFORMANCE REVIEW

1. At least quarterly, the Endowment Committee will meet to review portfolio performance presented by the Investment Consultant.

2. All investments must comply with a donor's requirements and restrictions.

[13] A Master Custodian is a bank, agent, trust company, or other organization responsible for safeguarding financial assets.

3. Quarterly the Endowment Committee Chair or Investment Consultant will present an overview of investment performance to the Board.

4. The Endowment Committee Chair and Investment Consultant will meet with the Board at least once annually to review the status of investments and Investment Manager performance.

5. Review will consist of measurement of Investment Manager performance compared to benchmarks and universes. In addition, a review of material changes with Investment Managers will be discussed.

CLASSIFICATION OF CONTRIBUTIONS

According to GASB and *FASB: Accounting for Contributions Received and Contributions Made*, there are three types of contributions – permanently restricted, temporarily restricted, and unrestricted – determination of classification is based on the existence or absence of donor-imposed restrictions.

1. **Permanently Restricted** - Contributions and other inflows of assets whose use by the Friends is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the organization.

2. **Temporarily Restricted** - Contributions and other inflows of assets whose use by the Friends is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Friends pursuant to those stipulations.

3. **Unrestricted** - Contributions and other inflows of assets that are neither permanently restricted nor temporarily restricted by donor-imposed stipulations.

All cash contributions received that are designated to be Endowment assets shall be deposited into the contributions bank account. The non-cash assets received as contributions should be monetized as soon as possible and the sale proceeds deposited into the contributions bank account. It is the intent of this policy that the proceeds residing in the contributions bank account are transferred to the cash account of the Endowment investment portfolio (Investment Cash Account) to be allocated in accordance with this policy.

SPENDING POLICY

The Friends set aside an Endowment to receive, invest, and expend various gifts and other income for the benefit of IdahoPTV and its support of local productions, programming, and capital needs.

The Friends intends to distribute up to 5% of the total fair market value of the Endowment annually to benefit IdahoPTV. The final distribution shall be rounded down to the nearest one hundred dollars. Funds will be distributed from the unrestricted portion of the Endowment. The annual value of the portfolio will be determined by averaging the balance over the prior three years. December 31st will be the determination date for such valuations. This averaging of the portfolio balance will smooth the annual distributions and help achieve predictable spending levels. Proposals for use of Endowment assets shall be presented to the Board by IdahoPTV for determination. In addition, the Board will recommend recipients of the Endowment proceeds in accordance with the Spending Policy. As part of this annual budget process beginning in April, the actual percentage will be recommended each year by the Endowment Committee and approved by the Board.

If the dollars approved are not spent within the fiscal year they are made available, the Board may choose to:

1. Roll unspent dollars into the next fiscal year and add them to the new funds allowable for spending, or

2. Absorb unspent dollars into the Endowment, which will not be added to next year's spending balance.

ANNUAL AUDIT

The Friends is required to have an independent audit conducted by the Legislative Auditor, State of Idaho for each fiscal year.

The final annual audited financial statements and auditor's letter to management will be distributed annually to the Board, by the IdahoPTV Director of Fiscal Affairs, within 60 days of Legislature approval.

ACCEPTANCE

This Statement of Investment Policy and Fiduciary Management will be reviewed and reconfirmed or revised on an annual basis by the Board.

The Board hereby approves this Statement of Investment Policy and Fiduciary Management on February 20, 2018.

Authorized Signature:

Signature

Friends of Idaho Public Television, Inc. Board President
Title

Jeff Fox
Printed Name

Friends of Idaho Public Television, Inc.
Exact Name on Account

ADOPTED October 30, 1992
2nd Revision – February 20, 2002
3rd Revision – January 8, 2007
4th Revision – February 6, 2009
5th Revision – January 27, 2010
6th Revision – February 15, 2011
7th Revision – November 16, 2011
8th Revision – February 7, 2012
9th Revision – February 18, 2014
10th Revision – February 20 2018

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
FRIENDS OF IDAHO PUBLIC TELEVISION, INC.

Pursuant to the provisions of Section 30-30-702(2) of the Idaho Nonprofit Corporation Act, the undersigned corporation adopts the following Articles of Amendment to the Articles of Incorporation:

> The following Amendments to Articles of Incorporation were adopted by the Board of Directors of the corporation on _____, 2022, in the manner prescribed by the Idaho Nonprofit Corporation Act. These amendments to the corporation's articles of incorporation do not require approval by members or any persons other than the Board of Directors.

Article II of the Articles of Incorporation is amended to read as follows:

ARTICLE II

The location and post office address of this nonprofit corporation shall be at:

1455 N Orchard St.
Boise ID 83706

The registered agent shall be the General Manager of Idaho Public Television.

Article IX of the Articles of Incorporation is amended to read as follows:

ARTICLE IX

The incorporators and initial board of directors were the same consisting of the following persons:

Ralph J. McAdams
1718 N. 17th Street
Boise ID 83702

Jack A. Schlaefle
2863 N. Mountain Road
Boise ID 83703

Larry G. Selland
2902 Lancaster Drive
Boise ID 83702

Janet S. Hay
328 Winther Blvd.
Nampa ID 83651

Scott R. Simplot
577 W. Curling Drive
Boise ID 83702

The current board of directors consists of the following persons:

Katherine Aiken 799 Indian Hills Dr Moscow ID 83843	Diane Bilyeu 514 Featherie Dr Pocatello ID 83204	Todd Christensen Meridian ID todd.christensen@capedcu.com
Trent Clark 90 N 2nd E Soda Springs ID 83276	Jenny Emery Davidson PO Box 3184 Hailey ID 83333	Jame` Davis 1934 N Willamette Dr Post Falls ID 83854
Norma Douglas Box 1567 Sun Valley ID 83353	John V. Evans, Jr. 218 Churchill Dr Burley ID 83318	Joy Fisher 1674 Appaloosa Moscow ID 83843

Jeff Fox 962 Cypress Way Twin Falls ID 83301	Bev Harad 3675 W Quail Heights Ct Boise ID 83703	Ron Hatzenbuehler 306 S 7th Avenue Pocatello ID 83201-5815
Jennifer Henderson 1015 N 12th St Boise ID 83702	Liza Leonard 345 E 24th St Idaho Falls ID 83404	Amy Lientz 15 N 3192 E Idaho Falls ID 83401
Mckinsey Lyon 1325 E Monterey Dr Boise ID 83706	Craig Meadows PO Box 1617 Boise ID 83701	Judy Meyer 10500 Hayden Bluff Ln Hayden Lake ID 83835
Randy Morgan 13691 W Elmspring St Boise ID 83713	Con Paulos PO Box 5856 Twin Falls ID 83303	Stacy Pearson 1602 N 17th St Boise ID 83702
Sharon Price 1098 E 25th St Idaho Falls ID 83404	Brad Rasor 11466 N Green Tree Ct Hayden ID 83835	Troy St. Pierre 5174 E Sawmill Way Boise ID 83716
Heather Stegner 2908 S Brookridge Way Boise ID 83716	Jeff Tucker, General Manager Idaho Public Television 1455 N Orchard St Boise ID 83706	Lupe Wissel 1252 W Lago Bello Dr Eagle ID 83616
Brian Wonderlich 714 Hearthstone Dr Boise ID 83702		

DATED: _____ _____, 2022.

Friends of Idaho Public Television, Inc.

By:_____
Its President

Attest:

By:_____
Its Secretary

RESTATED
ARTICLES OF INCORPORATION
OF
IDAHO PUBLIC TELEVISION FOUNDATION, INC.

Pursuant to the provisions of Section 30-3-94 of the Idaho Nonprofit Corporation Act, the undersigned corporation adopts the following Restated Articles of Incorporation:

First: The name of the corporation is changed to "Friends of Idaho Public Television, Inc."

Second: The following Restated Articles of Incorporation were adopted by the Board of Directors of the corporation on January 22, 2008, in the manner prescribed by the Idaho Nonprofit Corporation Act. These Restated Articles of Incorporation contain amendments to the corporation's articles of incorporation which do not require approval by members or any persons other than the Board of Directors.

ARTICLE I

The name of this corporation shall be the Friends of Idaho Public Television, Inc. (herein referred to as the corporation). This corporation shall be a nonprofit corporation and its duration shall be perpetual.

ARTICLE II

The location and post office address of this nonprofit corporation shall be at:

1455 N Orchard St.
Boise ID 83706

The registered agent shall be the Peter Morrill, General Manager.

ARTICLE III

The corporation shall have a board of directors, in which shall be vested all of the power and authority to supervise, control, direct and manage the property, affairs and activities of

the corporation. The rights, powers and privileges of the directors shall be fixed in the by-laws, except insofar as set forth herein. The by-laws of the corporation may, from time to time, be altered, amended, suspended, repealed or new by-laws adopted by a resolution adopted by a two-thirds majority of the entire board of directors of the corporation.

The number of directors shall not be fewer than four (4). The maximum number of directors will be fixed in the by-laws. The incorporators and initial board of directors are the same, and consist of those designated in Article IX of this document.

ARTICLE IV

The corporation shall have no members.

ARTICLE V

The exclusive purposes of this corporation are: (1) to benefit Idaho Public Television, an entity of the Idaho State Board of Education, state of Idaho, directly responsible to the Idaho State Board of Education, which operates the five public television stations in Idaho: KAID-TV, Boise, KISU-TV, Pocatello, KUID, Moscow, KIPT Twin Falls, and KCDT, Coeur d'Alene; (2) to provide an annual scholarship to a student studying broadcasting at an Idaho state college or university; and (3) to solicit, receive and expend funds and property to carry out any or all purposes of the corporation.

ARTICLE VI

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for service rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation 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 these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal

income tax under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code, or corresponding sections of any future federal tax code.

ARTICLE VII

The corporation shall not be dissolved except following the favorable vote of a majority of the board of directors at a meeting duly called for that purpose. Upon dissolution, all assets belonging to the corporation, after due provision for any liabilities then outstanding and unpaid, shall be paid over to the license holder, Idaho State Board of Education, or to the State of Idaho. Any such assets not so disposed of shall be disposed of by the Fourth District Court in Ada County, exclusively for such purposes, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII

No members of the board of directors and no officer duly appointed by the board shall have any personal liability for acts performed in his or her official capacity in good faith, nor shall any such director or officer be liable for nonfeasance or misfeasance in the performance of duties, but only in the case of malfeasance. The corporation shall indemnify the members of its board of directors, its officers, agents and employees against any and all expenses and liabilities, including attorney fees and other costs, which they or any of them incur in connection with any suit or suits which may be brought against them or any of them involving or pertaining to any of their official acts or duties (whether it be alleged that such acts are ultra vires or otherwise), provided only that in such suit or suits personal liability is finally established against them incident to any act of malfeasance on their part. This provision shall not be deemed to prevent compromise of any such litigation when such compromise is deemed advisable.

ARTICLE IX

The incorporators and initial board of directors were the same consisting of the following persons:

Ralph J. McAdams
1718 N. 17th Street
Boise, ID 83702

Jack A. Schlaefle
2863 N. Mountain Road
Boise, ID 83703

Larry G. Selland
2902 Lancaster Drive
Boise, ID 83702

Janet S. Hay
328 Winther Blvd.
Nampa, ID 83651

Scott R. Simplot
577 W. Curling Drive
Boise, ID 83702

The current board of directors consists of the following persons:

DeVaun Anderson 1355 Holman Pocatello ID 83201	Laura Bettis 1111 N 9th St Boise ID 83702	Eve Chandler 1206 N 24th Boise ID 83702
Pat Costello 1126 King Rd Moscow ID 83843	John Crim 3514 Mountain View Dr Boise ID 83704	Lynn Davis 1527 Hollipark Idaho Falls ID 83402
Byron Defenbach PO Box 7608 Boise ID 83707	Jerry Evans 9125 W Donnybrook Ct Boise ID 83709	Joy Fisher 1674 Appaloosa Moscow ID 83843

Ellie Hampton 586 Safstrom Pl Idaho Falls ID 83401	Bev Harad 3675 W Quail Heights Ct Boise ID 83703	Al Luray 94 Townsend Gulch Bellevue ID 83313
Judy Meyer 10500 Hayden Bluff Ln Hayden Lake ID 83835	Rebecca Morgan 2545 Marilyn Pocatello ID 83201	Peter Morrill General Manager Idaho Public Television 1455 N Orchard Boise ID 83706
Charles Mosier 231 Shasta Circle Orofino ID 83544	Jim Paxton 1340 S Orchard St Boise ID 83705	Christine Pharr 3639 Country Club Ct Lewiston ID 83501
Chuck Randolph Box 605 Caldwell ID 83606	Erna Rhinehart 2207 Crestline Dr Coeur d'Alene ID 83814	Barbara Roberts 1701 N 21st St Boise ID 83702-0732
Bob Schreiber 3041 Juniper Dr American Falls ID 83211	Marilyn Shuler 5221 N Lakemont Ln Boise ID 83714	Ann Smart 3502 Buckskin Rd Coeur d'Alene ID 83814
Bob Sonnichsen US Bank 101 S Capitol Blvd, Ste 905 Boise ID 83702	Bob Stanton 11228 Ashburton Dr Boise ID 83709	Gayle Wilde PO Box 984 McCall ID 83638 1319 W 1st Meridian ID 83642
Cindy Williams Idaho Nevada CDFI, Inc. PO Box 44922 Boise ID 83711-0922		

DATED: January 17, 2008.

Friends of Idaho Public Television, Inc.

By:_____
Its President

Attest:

By:_____
Its Secretary

RESTATED ARTICLES OF INCORPORATION 6

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BYLAWS
OF THE
FRIENDS OF IDAHO PUBLIC TELEVISION, INC.

SECTION ONE
OFFICE AND PURPOSES

SECTION 1.1. Office. The principal office of the corporation shall be at 1455 North Orchard Street, Boise, ID 83706. The corporation may also have offices at such other places as the board of directors may from time to time appoint or the purposes of the corporation may require.

SECTION 1.2. Purposes. The purposes of the corporation shall be set forth in the Articles of Incorporation.

SECTION TWO
MEMBERSHIP

The corporation shall have no members.

SECTION THREE
DIRECTORS

SECTION 3.1. General Powers. The business and affairs of the corporation shall be managed and conducted and all corporate powers of the corporation shall be exercised by or under the authority of the board of directors not fewer than thirteen (13) nor more than fifty (50) in number.

SECTION 3.2. Board Representation. The board of directors of the corporation shall have broad community and geographic representation. Selections of directors will be from, but not limited to, representatives from the following: law, finance, education, arts, industry, agriculture, timber, mining and community. The general manager of IdahoPTV, or the general manager's designated representative, shall be an ex-officio non-voting member of the board of directors of the corporation acting in an advisory capacity consistent with regulatory guidelines.

Except as specified in these bylaws, ex-officio directors of the corporation shall have the voting privileges of regular directors. Additional ex-officio directors in a number no greater than three (3) may be appointed to the board of the corporation from time to time.

SECTION 3.3. Transition. At the date of filing with the Idaho Secretary of State the articles of merger of the Idaho Public Television Foundation, Inc. (the “Foundation”) with

the Friends of Idaho Public Television, KAID/KIPT, Inc., Friends of Idaho Public Television, KISU, Inc., Friends of Idaho Public Television, KUID/KCDT, Inc., (collectively, these three entities are referenced as the "Merged Entities") the directors of the corporation shall consist of the current directors of the Foundation and the Merged Entities who will fulfill their current terms in their new capacity as directors of the corporation. The additional directors will thereafter be elected by the Board of Directors from throughout the regions formerly represented by the Merged Entities (the "Regions") with a minimum of three directors from each of the Regions and without regard to any term limits in effect for directors of the individual merged entities.

SECTION 3.4. Term. Following the transition period specified in Section 3.3, the term of office of each director, excluding ex-officio directors, shall be three (3) years with any director eligible for re-election, provided that no director shall serve more than three consecutive terms, except that the board may extend the term of any director elected as president, first vice president or second vice president so that such director's term will not expire until one year following his or her completion of his or her service as president in order to allow for the succession stated in Sections 5.8 and 5.9 of these bylaws. All terms shall end at the annual meeting in which the term expires. Directors shall be elected with three classes each year, staggered in such a way as to ensure continuity of membership.

SECTION 3.5. Nominations. In the event a director resigns before his or her term has been completed, the Board Recruitment committee of the board of directors shall decide whether or not to nominate a replacement for that director at the next meeting of the board of directors. The Board Recruitment committee will prepare a list of nominees to be added to the board for a first three-year term at the annual meeting. The list of nominees shall be sent to each director not fewer than ten (10) days, nor more than fifty (50) days prior to the meeting at which the election is to be held. Additional nominations may be made by any director and presented at such meeting.

SECTION 3.6. Election. Election of directors of the corporation shall be at the annual meeting of the directors.

SECTION 3.7. Resignation. Any director may resign at any time by giving written notice of such resignation to the board of directors. Such resignation shall take effect at the time specified therein and acceptance shall not be necessary to make it effective.

SECTION 3.8. Attendance. Directors shall attend meetings unless excused by the President for good cause shown. Any director failing to attend two (2) unexcused duly scheduled meetings per year may, at the majority vote of the board of directors, be removed from office.

SECTION 3.9. Vacancies. Any vacancy in the board of directors during the year may be filled for the unexpired portion of the term by the board of directors then serving, although less than a quorum, by affirmative vote of the majority thereof.

SECTION 3.10. Emeritus Directors. The Board Recruitment Committee may nominate an Emeritus Director to be voted upon and elected by a majority of the Board, subject to the following qualifications:

1) The nominee shall have served nine (9) or more years as a director of the Friends Board.
2) The nominee shall express interest in becoming an Emeritus Director.
3) When elected the Emeritus Director shall maintain a current financial membership of The Friends of Idaho Public Television, either as an individual or a family membership.

An Emeritus Director may be invited to attend one (1) annual event in connection with the Annual Board Meeting to be recognized as an Emeritus Director. An Emeritus Director may provide assistance with events and activities in the Emeritus Director's geographical area, at the discretion of the Board. An Emeritus Director may provide assistance from time to time, at the discretion of the Board. An Emeritus Director is a non-voting director, and is not expected to attend Board Meetings. The Emeritus Director will be listed on the Board Roster and Letterhead of The Friends of Idaho Public Television.

SECTION FOUR
MEETINGS

SECTION 4.1. Annual Meeting. The annual meeting of directors shall take place within ninety (90) days after the close of each fiscal year or at such time as the directors may by resolution select. At the annual meeting, the directors shall elect directors, elect officers and transact such other business as may be brought before the meeting.

SECTION 4.2. Special Meetings. Special meetings of the board of directors may be called by the president and must be called by the president on written request of three (3) or more directors.

SECTION 4.3. Notice of Meetings. Notice stating the place, day, and time of any director's meeting, and in case of a special director's meeting, the purpose or purposes for which the meeting is called, shall be delivered not fewer than ten (10) nor more than fifty (50) days before the date of the meeting either personally, by U.S. Mail or by such electronic means (e.g. fax, e-mail) as may be agreed by each director. Such notice shall be directed to each director at the address as it appears on the books or records of the corporation, unless they have filed with the secretary of the corporation a written request that notices shall be provided to another address or by another means designated on such request. In any case, notices shall be deemed delivered when they are deposited in the United States mail or otherwise processed for electronic transmission delivery such as by fax transmission and/or email.

SECTION 4.4. Quorum. At all meetings of the board of directors, one half (1/2) of the elected board of directors shall be necessary and sufficient to constitute a quorum for the transaction of business and the act of a majority of the board present at any meeting at which there is a quorum shall be the act of the board of directors except as may be otherwise specifically provided by statute or by these bylaws. If at any meeting there is less than a quorum present, a majority of those present may adjourn the meeting from time to time without further notice to any absent directors as the case may be.

SECTION 4.5. Power to Appoint Executive Committee. The board of directors may appoint an executive committee consisting of the elected corporation officers and, as an ex-officio non-voting member, the general manager of IdahoPTV. The executive committee, to the extent provided by resolution and subject to applicable state and federal laws and regulations, shall have and exercise the authority of the board of directors in the management and affairs (including power to invest monies) of the corporation between meetings of the board. All provisions of the bylaws shall apply to the executive committee in the same manner and to the same extent as they apply to the board of directors.

SECTION 4.6. Special Telephone Meetings. Special meetings of the board of directors may be called by or at the request of the president of the board or any director if such special meeting is held by conference call or by Idaho Public Television teleconference and a quorum directors are present for such telephone/conference meeting.

SECTION 4.7. Action in Meetings. Any actions which might be taken at a meeting of the board of directors may be taken without a meeting if a record or memorandum thereof be made, in writing and signed by all directors of the board as the case may be.

SECTION 4.8. Regular Meetings. The Board of Directors will meet not fewer than four (4) times a year at approximately three-month intervals. One of these will be the Annual Meeting. Meetings may be held at any location within the state of Idaho. Directors are encouraged to travel to various locations if possible. In order to provide an opportunity for the cultivation, recognition and stewardship of friends of IdahoPTV, all locations will be connected at each meeting by telephone or videoconferencing.

SECTION FIVE
OFFICERS

SECTION 5.1. Number. The officers of the corporation shall be president, first vice president, second vice president, secretary, treasurer, and such other officers with such other powers and duties not inconsistent with the bylaws as may be appointed and determined by the board of directors.

SECTION 5.2. Nominations. Officers shall be elected from a slate prepared by the Board Recruitment committee. The slate shall be sent to each director at least twenty-one (21) days before the annual meeting of directors. Additional nominations may be made in

writing by at least three (3) cooperating directors. All nominations must be received by the chairperson of the Board Recruitment committee at least seven (7) days before the annual meeting in order to be considered at such meeting. The directors shall be presented with the slate for election.

SECTION 5.3. Election, Term of Office, and Qualifications. The president, first vice president, second vice president, secretary and treasurer shall be elected from such slate annually by the board of directors from among their members and the other officers shall be so elected from such slate annually by the board of directors from among the board membership as the board of directors may see fit, at each annual meeting of the board of directors; provided, however, that the initial officers of the corporation shall be elected at a special meeting of the board of directors called for that purpose. The General Manager of Idaho Public Television shall provide such administrative support to the secretary as may reasonably be requested. The President and each Vice President will reside in different Regions. Each officer elected shall serve until the next annual meeting of the board of directors, and/or the election and qualifications or his/her successor, but the President and both Vice Presidents will serve a single consecutive one-year term.

SECTION 5.4. Vacancies. In case of any office or board position of the corporation becomes vacant by death, resignation, retirement, disqualification, or any other cause, the majority of the board then in office, although less than a quorum, may elect an officer to fill such vacancy from a slate submitted by the nominating committee and the officer or director shall hold office and serve until the election and qualification of his/her successor.

SECTION 5.5. Removal. Any officer may be removed by the board of directors at any meeting thereof.

SECTION 5.6. Resignation. Any officer may resign by giving written notice to the board of directors, to the president, or to the Idaho Public Television general manager. Such resignation shall take effect at the time specified therein and acceptance shall not be necessary to make it effective.

SECTION 5.7. President. The president shall preside at all meetings of the board of directors and the executive committee. He/she shall have and exercise general charge and supervision of the officers of the corporation and shall do and perform such other duties as may be assigned to him/her by the board of directors. He/she shall appoint all committee chairpersons except the Endowment Committee and the Executive Committee, and shall serve ex-officio on all committees. He/she may sign any appropriate documents or papers of the corporation. The president shall have the general duties and powers of supervision and management usually vested in the office of president of a corporation.

SECTION 5.8. First Vice President. In the absence or disability of the president, the First Vice president shall perform all the duties of the president and in so acting shall have all the powers of the president. The First Vice president shall have such powers and duties as may be prescribed from time to time by the board of directors. In the usual course, the

First Vice President will be nominated as the President in the year following his or her service as First Vice President.

SECTION 5.9. Second Vice President. In the absence or disability of the president and the First Vice President, the Second Vice President shall perform all the duties of the president and in so acting shall have all the powers of the President. The Second Vice President shall have such powers and duties as may be prescribed from time to time by the board of directors. In the usual course, the Second Vice President will be nominated as the First Vice President in the year following his or her service as Second Vice President.

SECTION 5.10. Secretary. The secretary shall have charge of such books, documents, and papers as the board of directors may determine. He/she shall attend and keep the minutes of all meetings of the board of directors. He/she shall keep a record, containing the names, alphabetically arranged, of all persons who are directors, showing their mailing addresses, and such book shall be open for inspection as prescribed by law. He/she may sign any appropriate documents or papers of the corporation, and when so authorized or ordered by the board of directors, he/she may affix the seal of the corporation. He/she shall, in general, perform all the duties incidental to the office of secretary, subject to the control of the board of directors, and shall do and perform such other duties as may be assigned to him/her by the board of directors.

SECTION 5.11. Treasurer. The treasurer shall have charge of all funds, property, and securities of the corporation, subject to such regulations as may be imposed by the board of directors. He/she may be required to give bond for the faithful performance of his/her duties, in such sum and with such sureties as the board of directors may require. When necessary or proper, he/she may endorse on behalf of the corporation for collection checks, notes, and other obligations, and shall deposit the same to the credit of the corporation at such bank or banks or depository as the board of directors may designate. He/she shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the board of directors, he/she shall sign all checks of the corporation and all bills of exchange and promissory notes issued by the corporation, except in cases where the signing and execution thereof shall be expressly designated by the board of directors or by these bylaws to some other officer or agent of the corporation. He/she shall make such payments as may be necessary or proper to be made on behalf of the corporation. He/she shall enter regularly on the books of the corporation to be kept by him/her for that purpose, full and accurate account of all monies and obligations received and paid or incurred by him/her for or on account of the corporation, and shall exhibit such books at all reasonable times to any board member on application at the offices of the corporation. He/she shall furnish a financial statement at each meeting of the board of directors. He/she shall, in general, perform all the duties incidental to the office of treasurer, subject to the control of the board of directors, and the Treasurer shall chair the Endowment Committee.

SECTION 5.12. Compensation. Directors shall not receive any compensation for their services, but by resolution of the board, a reasonable sum for expenses of attendance may be allowed for attendance at each regular or special meeting of the board. No officer shall receive compensation for serving as an officer of the corporation.

SECTION SIX
STANDING COMMITTEES

SECTION 6.1. Enumeration and General Rules. Committees to help in carrying out the work of the Corporation will be appointed as necessary by the President. The following are the Standing Committees: Advocacy, Board Recruitment, Endowment, Executive, and Marketing/Development. Standing Committees shall meet at least quarterly, either in association with Director's meetings or at other times. Every director will serve on at least one standing committee. The Board Recruitment committee will recommend to the Executive committee the committee assignments for new directors based on the preference expressed by the new board director, geographic representation, past experience of the director, critical needs of the board, and size of the existing committees. New board directors will be contacted to confirm their interest in the committee prior to making the recommendation to the Executive committee. The Executive committee will make the appointment to the committee(s) and notify the board director. Directors may serve on more than one committee. Committee members may participate in meetings electronically as necessary. The Board may elect persons to serve on the committees who are not directors of the Board of Directors in a number not to exceed a majority of that committee. The General Manager of IdahoPTV shall designate IdahoPTV employees and others, with the President's consent, to provide support and other administrative services for all committees in a manner consistent with the provisions of any operating agreement between the corporation and IdahoPTV.

SECTION 6.2. Executive Committee. There shall be an executive committee, composed of the officers, which shall have the powers of the board of directors between meetings. The actions of the executive committee shall be submitted to the board for ratification at its next meeting.

SECTION 6.3. Advocacy. To develop and implement strategies for supporting the mission and service of IdahoPTV before lawmakers and the general public through testimony before local, state and national legislative committees, meeting with lawmakers, developing a volunteer speaker's bureau, providing volunteer support for Idaho Public Television, and such other measures as may help to advance the Idaho Public Television mission through advocacy.

SECTION 6.4. Board Recruitment. To recommend policies on director participation, giving, and involvement, to facilitate a periodic review of Board performance at least every three years, to conduct Board planning and director training, and to present slates of officers and directors at the Annual Meeting of the Board of Directors that represent

diverse people and geographic regions and meet the mission of the Corporation in the roles of advocacy, board recruitment, endowment, and marketing/development. This committee will organize Board trainings, retreats, and strategic planning.

SECTION 6.5. Endowment Committee. The Endowment Committee shall be chaired by the Treasurer of the Board and will include the General Manager of IdahoPTV as a non-voting ex-officio member. The committee will implement financial and fiscal policy consistent with all applicable regulatory requirements for all funds donated to the corporation for the support of Idaho Public Television by individuals, corporations, or foundations, make such funds available to Idaho Public Television on a timely basis, and satisfy itself that contributed funds are properly disbursed. It will regularly report on the status of receipts, funds, and investments to the Board of Directors. The Endowment Committee shall have charge of funds held by the Corporation or any appurtenant Foundation.

SECTION 6.6. Marketing/Development. The Marketing/Development committee will include as an ex-officio, non-voting member the Marketing/Development Director of Idaho Public Television. This committee will identify and develop financial support for Idaho Public Television from individuals, corporations, and foundations through peer identification and review, cultivation, stewardship, gift solicitation, and such other measures as may help to advance the Idaho Public Television mission through funds development.

SECTION 6.7. Special Committees. Special committees shall be appointed by the president with the approval of the executive committee which shall designate their powers and term of each committee's appointment.

SECTION SEVEN
VOTING STOCK HELD BY THE CORPORATION

Unless other wise ordered by the board of directors, the president shall have full power and authority on behalf of the corporation to vote either in person or by proxy at any meeting of stockholders of any corporation in which this corporation may hold stock, and at any such meeting may possess and exercise all of the rights and powers incidental to the ownership of such stock with which, as the owner thereof, this corporation might have possessed and exercised if present. The board of directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

SECTION EIGHT
FISCAL YEAR

The fiscal year of the corporation shall commence on July 1 of each year and end on June 30.

SECTION NINE
PROHIBITION AGAINST SHARING OF CORPORATE EARNINGS

No board member, officer of, employee of, or member of a committee or person connected with the corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation; and no such person or persons shall be entitled to share in the distribution of any of the corporation assets upon the dissolution of the corporation. All directors of the corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the corporation, whether voluntary or involuntary, the assets of the corporation, after all debts have been satisfied, then remaining in the hands of the board of directors shall be distributed, transferred, conveyed, delivered and paid over, in such amounts as set forth in SECTION VII of the Restated Articles of Incorporation.

SECTION TEN
INDEMNIFICATION

No director of the Board of Directors and no officer duly appointed by the Board shall have any personal liability for acts performed in his official capacity in good faith, nor shall any such director or officer be liable for nonfeasance or misfeasance in the performance of his duties, but only in case of malfeasance. The corporation shall indemnify the directors of its Board of Directors, its officers, and agents against any and all expenses and liabilities, including attorney's fees and other costs, which they or any of them incur in connection with any suit or suits which may be brought against them or any of them involving or pertaining to any of their official acts or duties (which it be alleged that such acts are ultra vires or otherwise), provided only that in such suit or suits no personal liability is finally established against them incident to any act of malfeasance on their part. This provision shall not be deemed to prevent compromise of any such litigation when such compromise is deemed advisable.

SECTION ELEVEN
EMPLOYEES

The corporation shall have no employees. At the discretion of the board, it may contract for the administrative and other services necessary to maintain its affairs from Idaho Public Television or from outside agencies, professionals, institutions or consultants.

SECTION TWELVE
AMENDMENTS

Amendments to these Bylaws shall be approved by a two-thirds majority vote of the directors of the Board: 1) at any meeting, provided that notice of consideration of the proposed amendment has been given at least seven calendar days in advance of the meeting or 2) by email or written ballot.

SECTION THIRTEEN
DISSOLUTION

The corporation shall not be dissolved except following the favorable vote of two-thirds of the directors having voting rights at a meeting duly called for the purpose. Upon dissolution all assets belonging to the corporation, after due provision for any liabilities then outstanding and unpaid, shall be paid first to any successor corporation and if none to Idaho Public Television or its successor in interest, if any. If Idaho Public Television is no longer in existence and has no successor in interest, then the net assets shall be paid over to the Idaho State Board of Education to provide public television broadcasting services to the residents of Idaho.

Revision History:
January 22, 2008
May 21, 2013
August 20, 2013
November 14, 2013
February 18, 2014
November 18, 2014
May 26, 2015
August 14, 2017
November 19, 2019

The Friends of Idaho Public Television, Inc.

Conflicts of Interest Policy

A. **Purpose.** The purpose of this Conflicts of Interest Policy is to protect The Friends of Idaho Public Television, Inc.'s ("Friends of IPTV") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or committee member of the Friends of IPTV. Such transactions may include services provided by the Friends of IPTV, purchase of services and/or tangibles from a vendor; and/or access to specialized or privileged information which can be used for personal gain. This policy is intended to supplement but not replace any Idaho laws governing conflicts of interest applicable to nonprofit and charitable corporations.

B. **Applicability.** This Policy applies to any transaction or arrangement between the Friends of IPTV and any "interested person".

An "interested person" is a director, officer or member of a committee with board-delegated powers who has a direct or indirect "financial interest".

A "financial interest" is:

1. An ownership or investment interest in any entity with which the Friends of IPTV has a transaction or arrangement;

2. A compensation arrangement with the Friends of IPTV or with any entity or individual with which the Friends of IPTV has a transaction or arrangement; or

3. Being an officer, director, employee or agent of any entity or individual with which the Friends of IPTV has a transaction or arrangement.

Compensation includes direct and indirect remuneration and gifts or favors which are substantial in nature.

C. **Determination of a Conflict of Interest.** With respect to any proposed transaction or arrangement between the Friends of IPTV and any entity or individual being considered by the board of directors or any committee with board-delegated powers:

1. Any interested person shall disclose any financial interest and all material facts related thereto to the board or committee as soon as the interested person becomes aware of a possible conflict of interest.

2. Upon the disclosure by an interested person of a financial interest and all material facts relating thereto and discussion with the interested person, he or she shall leave the meeting while the remaining members of the board or committee discuss the matter and determine, by majority vote without the interested person voting,

whether or not the financial interest of the interested person constitutes a conflict of interest.

D. **Addressing a Conflict of Interest.** If a conflict of interest is determined to exist, then the board or committee shall:

1. Require the interested person to leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest; provided, however, that the interested person may make a presentation at the meeting prior to leaving;

2. Appoint, if it deems appropriate, a non-interested person or committee to investigate alternatives to the proposed transaction or arrangement; and

3. Determine, by a majority vote without the interested person voting, that the transaction or arrangement is in the Friends of IPTV's best interests and for its own benefit; is fair and reasonable to the Friends of IPTV, and, after exercising due diligence, determine that the Friends of IPTV cannot obtain a more advantageous transaction or arrangement with reasonable efforts under the circumstances.

Any interested person who violates this Conflict of Interest Policy shall be subject to appropriate discipline, including removal from office.

E. **Recording Conflicts of Interest.** The minutes of all board meetings and the meetings of all committees with board-delegated powers shall include:

1. The names of the persons who disclose financial interests, the nature of the financial interests and whether the board or committee determined that there was a conflict of interest; and

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement; the content of these discussions, including any alternatives to the proposed transaction or arrangement; and a record of the vote.

F. **Distribution of Conflict of Interest Policy.**

1. At the first board meeting following the annual board meeting, and at the first meeting of each committee with board-delegated powers following the annual board meeting, a copy of the Friends of IPTV's current Conflicts of Interest Policy shall be distributed to all directors and committee members.

2. On or before the date of the second board or committee meeting following the annual board meeting, each director and committee member shall sign and return to the secretary of the board a written statement that he or she:

   a. Has received a copy of the Conflicts of Interest Policy;

   b. Has read and understands the Policy;

c. Agrees to comply with the Policy;

d. Understands that the Policy applies to all committees and subcommittees having board-delegated powers; and

e. Understands that the Friends of IPTV is a charitable organization and that in order to maintain its tax-exempt status, it must continuously engage primarily in activities which accomplish one or more of its tax-exempt purposes.

G. **Periodic Reviews.** At the first board meeting following the annual board meeting, and at the first meeting of each committee with board-delegated powers following the annual board meeting, and at such other times as the board or committee may deem appropriate, the board or committee shall conduct a review of the Friends of IPTV's activities to ensure that the Friends of IPTV is operating in a manner consistent with accomplishing its charitable purposes and that its operations do not result in private inurement or impermissible benefit to private interests.

Adopted by the Board of Directors of The Friends of Idaho Public Television, Inc. on February 6, 2009.

Barbara Roberts, Secretary

06737.0002.1326211.1

The Friends of Idaho Public Television, Inc.

Conflicts of Interest Statement

The undersigned hereby states that he or she is an officer, director or committee member of The Friends of Idaho Public Television, Inc. ("Friends of IPTV") and that he or she:

a. has received a copy of the Friends of IPTV's Conflicts of Interest Policy;

b. has read and understands the Policy;

c. agrees to comply with the Policy;

d. understands that the Policy applies to all committees and subcommittees having board-delegated powers;

e. understands that the Friends of IPTV is a charitable organization and that in order to maintain its tax-exempt status, it must continuously engage primarily in activities which accomplish one or more of its tax-exempt purposes; and

f. recognizes the need to maintain confidentiality regarding information he or she might receive as an officer, director or committee member regarding the activities of the Friends of IPTV.

The undersigned hereby states that, to the best of his or her knowledge and belief, he or she is not in a position of possible conflict of interest with the Friends of IPTV except as stated below:

Name of Organization	Position Held
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dated: _____, 20__

_____
Signature

06737.0002.1326211.1

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Advanced Medical Imaging

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a Bachelor of Science (B.S.) in Advanced Medical Imaging that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Advanced Medical Imaging is a degree program that allows students credentialing opportunities in focus areas beyond the entry level. The workforce demand for trained advanced imaging professionals is stable and steadily increasing. The program is designed to prepare students to sit for multiple national board exams; all of which require the expertise of Advanced Imaging Specialists. Due to improvements in medical technology, increases in insurance reimbursement, patient preferences and the focus on value-based healthcare, there is and will continue to be tremendous growth in the minimally invasive procedural space.

IMPACT

This program helps to fill a shortage of healthcare professionals. The need for healthcare services are increasing due to the aging population, as well as the ongoing global pandemic. Within the past 5-10 years, hospitals have increased their educational requirements for much of their staff, including medical imaging professionals. Those who are already working in the field were typically allowed to keep their current positions and be grandfathered in. New hires are held to the standard and will need to prove recent education to sit for their credentialing/licensure exams.

We will be offering this program at a very market competitive rate of $395 per credit hour. Textbooks are bundled and used for multiple program courses to reduce costs. Students are able to conduct their clinical rotations in their local area. The Advanced Medical Imaging Degree is a completion program. We expect students to transfer to Boise State with an Associate's Degree (AA or AAS), and required courses may change based on the student's background. For students with an AA or AAS, the program will take a maximum of three semesters to complete, if students opt to attend full-time.

The Boise State University Advanced Medical Imaging program is fully online with clinicals local to the student. The program includes five modalities: Interventional Radiology, Interventional Cardiology, Computed Tomography, Magnetic Resonance Imaging and Diagnostic Medical Sonography. In contrast, Idaho

State University's Radiographic Sciences program is on campus and includes only one modality option (Sonography). Lewis and Clark State College has a Radiographic Sciences program online, also with only one modality option (Computed Tomography). This is offered with a limited number of clinical locations and requires two semesters to complete as opposed to one semester with the proposed Boise State program.

Financial impact is $88,204 to $384,691 over a five-year period. The student fees will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online B.S. in Advanced Medical Imaging program fee will be $395 per credit. For the 120 credits required for completion of the proposed program, the total cost will be $47,400.

The program will use existing resources, personnel, and courses from the Imaging Sciences and Radiologic Sciences programs to offer the Advanced Medical Imaging program. New courses will be developed for a few core and elective courses and will be within current faculty workloads. As the program grows, Boise State will hire part-time faculty to teach additional course sections.

ATTACHMENTS

Attachment 1 – BSU Online Bachelor of Science, Advanced Medical Imaging Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University is proposing a new online Bachelor of Science in Advanced Medical Imaging that will include five advanced options: Interventional Radiology, Interventional Cardiology, Computed Tomography, Magnetic Resonance Imaging, and Diagnostic Medial Sonography. Currently Boise State offers an online Bachelor of Science in Imaging Sciences designed for credentialed imaging practitioners who wish to complete a non-clinical based baccalaureate degree and looking to enhance their careers. The proposed Advanced Medical Imaging program is a result of Boise State's recent program prioritization process/action plans. As provided in their program proposal, historically advanced imaging programs offered at Boise State have had emphases that resulted in small enrollments. The advanced degree plan will centralize core course delivery to better distribute faculty workload and provide students with elective course options to meet credentialing interests.

The proposed program anticipates enrolling nine students initially reaching 71 by year five, with approximately 34 student graduates projected by year five. The program size will be scaled based on demand for degree offering as provided in their program proposal. Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 111 to 570 annual credits and 3.69 to 19.00 annual FTEs over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will evaluate

the enrollments annually. If after seven years it is underperforming and not fiscally sustainable, the program will be discontinued.

The proposed program was listed in Boise State's Three-Year Plan as a Bachelor of Science in Interventional Radiology. Their Radiologic Sciences department decided on the name change after the submission of the most recent Three-Year Plan. The name change was non-substantive and staff believes the program is consistent with Boise State's Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. Currently, Idaho State University offers a Radiographic Science face-to-face and has one option titled Sonography. Lewis-Clark State College also has a Radiographic Sciences program and is offered online with one option titled Computed Tomography.

BSU also requests approval to assess an online program fee of $395 per credit for the Bachelor's program consisting of 120 credits, which amounts to $47,400. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 4, 2022; to the Instruction, Research, and Student Affairs on April 7, 2022; and to Business Affairs and Human Resources Committees on April 8, 2022.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online Bachelor of Science in Advanced Medical Imaging, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $395 per credit for the online Bachelor of Science in Advanced Medical Imaging, in substantial conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	Radiologic Sciences Department

Official Name of the Program:	Bachelor of Science in Advanced Medical Imaging					
Implementation Date:	Fall 2022					
Degree Information:	Degree Level: Undergraduate		Degree Type: Bachelor of Science			
CIP code (consult IR /Registrar):	51.0911					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully Online					
Geographical Delivery:	Location(s)		Region(s)			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	X	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative _____

Tim Dunnagan (Jan 18, 2022 11:28 MST)	01/18/2022		
College Dean (Institution)	Date	Vice President for Research (Institution; as	Date
		Patty Sanchez	2/16/2022
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
	01/20/2022	Gideon Tolman	3/10/22
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer, OSBE	Date
John Buckwalter	01/20/2022	TJ Bliss	
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
	01/24/2022		
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. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of a wholly online program that will award a Bachelor of Science in Advanced Medical Imaging. The proposed program will operate under the guidelines of Idaho State Board Policy V.R. as it pertains to wholly online programs.

   Advanced Medical Imaging is a degree program that allows students credentialing opportunities in focus areas beyond the entry level. The workforce demand for trained advanced imaging professionals is stable and steadily increasing. Employers typically require a minimum of an associate's degree, 2+ years of related work experience, and specific professional certifications (e.g., American Registry of Radiologic Technologists - ARRT) or prefer a bachelor's degree along with the professional certification.

   To meet Idaho and national workforce demands, the Department of Radiologic Sciences is proposing a bachelor's degree completion program with five advanced focus options: Interventional Radiology, Interventional Cardiology, Computed Tomography, Magnetic Resonance Imaging and Diagnostic Medical Sonography.

   This program is designed to prepare students to sit for multiple national board exams, work with several physician specialties, including work with radiologists and cardiologists, and work in many departments within a hospital[1]. It also prepares them to serve in management roles and work in the medical device industry as well as applications and development. Due to improvements in medical technology, increases in insurance reimbursement, patient preferences and the focus on value-based healthcare, there is and will continue to be tremendous growth in the minimally invasive procedural space. These types of procedures require the expertise of Advanced Imaging Specialists.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that

[1] Students are prepared to sit for multiple national board exams ARRT (CI) Cardiac Interventional, ARRT (VI) Vascular Interventional, ARRT (CT) Computed Tomography, ARRT (MR) Magnetic Resonance, ARRT (S) Sonography, Registered Diagnostic Medical Sonographer, Registered Cardiac Invasive Specialist, Registered Cardiac Electrophysiology Specialist), work with several physician specialties (Diagnostic Radiologists, Pediatric Radiologists, Interventional Radiologists, Neurointerventional Radiologists, Interventional Oncologists, Invasive Cardiologists, Interventional Cardiologists, Electrophysiologists, Pediatric Cardiologists, Cardiothoracic Surgeons, Orthopedic Surgeons, Ear/Nose/Throat Physicians, Reconstructive Plastic Surgeons, Trauma Surgeons, General Oncologists, Veterinarians, Gastroenterologists, Urologists, Neurologists, Pediatric Oncologists, Vascular Surgeons and others) and work in many different departments within a hospital (Magnetic Resonance Imaging Department, Computed Tomography Department, Ultrasound Department, Vascular Lab, Radiology Department, Emergency Department, Outpatient Clinics, Outpatient Imaging Clinics, Surgery Centers, Veterinary Clinics, Endoscopy Lab, Oncology Lab, Oncology Centers, Interventional Radiology Lab, Cardiac Cath Lab, Electrophysiology Lab, Endovascular Lab, Operating Room, Endovascular Operating Room, Cardiovascular Operating Room, and/or other hybrid rooms).

will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The EMSI Analyst Job Posting Analytics reports show that from January 2019 through June 2021, there were 183 unique job postings in Idaho and 33,541 across the U.S. (including ID) which relate to medical imaging skills and require or prefer a bachelor's degree.

Additionally, a report published by Indeed.com (Nov. 2020) shows that the American Registry of Radiologic Technology (ARRT) certification ranks at #15 for the top 20 most in-demand certifications in 2020.

Job Titles:

- Healthcare Diagnosing and Treating Practitioners SOC 29-1000
- Health Technologists and Technicians SOC 29-2000
- Cardiovascular Technologist and Technician SOC 29-2031
- Diagnostic Medical Sonographer SOC 29-2032
- Radiologic Technologist and Technician SOC 29-2034
- Magnetic Resonance Imaging Technologist SOC 29-2035
- Medical and Health Service Managers SOC 11-9111

2020 National Employment Matrix Title and Code		**Employment**		**Job Openings Due to Growth and Replacement Needs 2020-2030**
		2020 (in thousands)	**2030 (in thousands)**	
Healthcare Diagnosing or Treating Practitioners	29-0000	9,011.4	9,985.9	974.6
Health Technologists and Technicians	29-2000	2,937.0	3,209.5	272.5
Cardiovascular Technologist and Technician	29-2031	58.2	63.0	4.7
Diagnostic Medical Sonographer	29-3032	75.9	90.3	14.4
Radiologic Technologists and Technicians	29-2034	212.1	230.3	18.3

Magnetic Resonance Imaging Technologist	29-2035	42.0	45.3	3.4
Medical and Health Service Managers	11-9111	429.8	569.4	139.6
TOTAL				**1,400.5**

2020-2030 Idaho Long Term Employment Projections		**Employment**		**Job Openings Due to Growth and Replacement Needs 2020-2030**
		2020	**2030**	
Healthcare Practitioners and Technical Occupations	29-0000	44,365	53,107	8,742
Health Technologists and Technicians	29-2000	12,882	15,143	2,261
Cardiovascular Technologist and Technician	29-2031	298	363	65
Diagnostic Medical Sonographer	29-3032	290	363	73
Radiologic Technologists and Technicians	29-2034	1,030	1,257	227
Magnetic Resonance Imaging Technologist	29-2035	182	227	45
Medical and Health Service Managers	11-9111	2,377	2,793	416
TOTAL				**11,829**

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are three different types of students who will enter this program.

- The career advancer who is already employed in the field and is interested in moving up in the field

- The degree finisher who has previous college experience that fits within the field, but has not yet finished a degree
- The career changer who is currently employed in a different field and is interested in changing fields

Within the past 5-10 years, hospitals have increased their educational requirements for much of their staff, including medical imaging professionals. Those who are already working in the field were typically allowed to keep their current positions and be *grandfathered in*. New hires are held to the new standard and will need to prove recent education to sit for their credentialing/licensure exams. With few current educational programs available nationwide, we are fortunate to be at the right place at the right time to grow the presence of the Boise State College of Health Sciences in the national market.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

This program helps to fill a shortage of healthcare professionals. The need for healthcare services is increasing due to the aging population, as well as the ongoing global pandemic. This need has been exacerbated by those leaving the profession due to burnout.

3. **Program Prioritization**
Is the proposed new program a result of program prioritization?

Yes_X___ No_____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

Historically the advanced imaging programs offered in our Department of Radiologic Sciences have had individually small enrollment emphases. The Advanced Medical Imaging degree plan will centralize core course delivery to better distribute faculty workload and still provide students elective course options to meet credentialing interests.

This program will also permit delivery outside the Treasure Valley, which has again historically limited emphasis growth. Both the development of this new degree plan and the expansion of program delivery outside the confinements of Boise State's physical campus are action plans born from Program Prioritization recommendations for program growth and expansion.

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'.

- Credentialed medical imaging professionals will receive credit for prior learning for passing the American Registry of Radiologic Technologists (ARRT) credentialing exam or equivalent. Breakdown is 15 credits lower division, 10 credits upper division for a total of 25 credits.
- Associate of Applied Science degree students must additionally complete the following:
  - Associate of Applied Science (AAS) degree earned from a regionally accredited institution (up to 23)
- Associate of Science or Associate of Arts degree students must complete the following:

- Associate of Science (AS) or Associate of Arts (AA) degree earned from a regionally accredited institution (up to 48)

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.

We will be offering this program at a very market competitive rate of $395 per credit hour. Textbooks are bundled and used for multiple program courses to reduce costs. Students are able to conduct their clinical rotations in their local area. Students are able to finish this degree in three semesters.

Enrollments and Graduates

6. **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 for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2018	Fall 2019	Fall 2020	Fall 2021	FY_18	FY_19	FY_20	FY_21 (most recent)
BSU	BS in Radiologic Science	96	114	114	101	43	29	44	36
	BS in Imaging Sciences	81	89	135	132	22	26	42	41
ISU	BS in Radiographic Science	41	42	42	42	20	23	20	21
LCSC	BA/BS in Radiographic BS in Science	38	44	55	39	11	27	19	32

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The Boise State University Advanced Medical Imaging program is fully online with clinicals local to the student. It includes options for five modalities (Interventional Radiology, Interventional Cardiology, Computed Tomography, Magnetic Resonance and Diagnostic Medical Sonography). In contrast, Idaho State University's Radiographic Sciences program is on campus and includes only

one modality option (Sonography). Lewis and Clark State College has a Radiographic Sciences program online, also with only one modality option (Computed Tomography). This is offered with a limited number of clinical locations and requires two semesters to complete as opposed to one semester in the Boise State program.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years										
Program Name: Bachelor of Science in Advanced Medical Imaging										
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**				
FY23 (first year)	FY24	FY25	FY26	FY27		FY23 (first year)	FY24	FY25	FY26	FY27
9	23	34	52	71		0	5	15	23	34

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 111, Annual FTEs 3.69
- Year 2: Annual credits 169, Annual FTEs .62

- Year 3: Annual credits 422, Annual FTEs 14.05
- Year 4: Annual credits 468, Annual FTEs 15.62
- Year 5: Annual credits 570, Annual FTEs 19.00

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. 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.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support:
The online BS in Advanced Medical Imaging is one of several that are being created via the eCampus Expansion Initiative at Boise State University.

- Program Design: Boise State's online program development process includes a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.
- Course Design and Development: Each course is designed and developed by a faculty member. They work with the assistance of a team of experts, which includes an instructional designer, a multimedia developer, a quality assurance specialist, and a course developer. The end result is a program version of each course. All courses for the program are developed with a consistent look and feel using a common course template aligned with nationally recognized Quality Matters course design standards.

- Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Ouriginal plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. 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 A**.

N/A

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

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?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes __X__ No _____

Please note that this program is in the 3-year plan as *BS in Interventional Radiology*. The Department decided on the new name/title of the program after the submission of the most recent 3-year plan.

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. **Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. **Curriculum. Provide descriptive information of the educational offering.**

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.	25 – 34

Credit for Prior Learning (completion of national credentialing examination)	25
Credit hours in required courses offered by other departments:	10
Credit hours in institutional general education curriculum	45 – 50
Credit hours in free electives	7 – 15
Total credit hours required for degree program:	120

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Bachelor of Science in Advanced Medical Imaging

FN BIOL 227 Human Anatomy and Physiology I (4)
BIOL 228 Human Anatomy and Physiology II (4)
FF AMI 400 Advanced Modality Case Studies (2)
MATH 143 College Algebra or MATH 170 Calculus I or ACT score of 27 (0-4)
HLTH 300 Pathophysiology (4)
IMGSCI 382 Research Methods (3)
AMI 300 Pharmacology (3)
IMGSCI 408 Sectional Anatomy in Imaging Sciences (3)
AMI 410 Clinical Experience I (4) (taken up to 2 times per option)
AMI 411 Clinical Experience II (6) (taken up to 2 times per option)
Upper Division Electives (0-9)

Associate of Science or Associate of Arts degree students must complete the following:

Associate of Science (AS) or Associate of Arts (AA) degree earned from a regionally accredited institution (up to 48)

College statistics course (3)

Associate of Applied Science degree students must additionally complete the following:

Associate of Applied Science (AAS) degree earned from a regionally accredited institution (up to 23)

UF 200 Foundations of Ethics and Diversity (3)
FW ENGL 101 Writing and Rhetoric I (3)
FW ENGL 102 Writing and Rhetoric II (3)
FC Foundations of Oral Communication (COMM 101 recommended) (3)
FN CHEM 101, 101L Introduction to Chemistry I & Lab ***or***
FN CHEM 111, 111L General Chemistry I with Lab (4)
FA Foundations of Arts course (3)
FH Foundations of Humanities course (3-4)
FS PSYC 101 Introduction to Psychology or SOC 101 Intro to Sociology (3)
FS Foundations of Social Sciences course in a second field (3)

FM MATH 254 Introduction to Statistics (3)

Option Areas (Specialty Electives): Students to complete electives for focus in: Interventional Cardiology, Computed Tomography, Diagnostic Medical Sonography, Interventional Radiology or Magnetic Resonance Imaging. Each option has specific course requirements that are listed below (4-13)

TOTAL (120)

Option Areas (Specialty Electives) Curriculum:

Interventional Radiology (9)

- AMI 420 Interventional Equipment and Techniques (3)
- AMI 421 Physiologic Monitoring (3)
- AMI 422 Vascular-Interventional Procedures (3)

AMI 411 Clinical Experience II (6) (Core) is taken twice in option

Interventional Cardiology (9)

- AMI 420 Interventional Equipment and Techniques (3)
- AMI 421 Physiologic Monitoring (3)
- AMI 432 Cardiac-Interventional Procedures (3)

AMI 411 Clinical Experience II (6) (Core) is taken twice in option

Computed Tomography (4)

- AMI 450 Principles of CT I (2)
- AMI 451 Principles of CT II (2)

AMI 410 Clinical Experience I (4) is taken once in option

Magnetic Resonance Imaging (8)

- AMI 440 Principles of MRI I (2)
- AMI 441 Principles of MRI II (2)
- AMI 442 Principles of MRI III (2)
- AMI 443 Principles of MRI IV (2)

AMI 410 Clinical Experience I (4) is taken twice in option

Diagnostic Medical Sonography (13)

- AMI 460 Sonographic Physics & Instrumentation (3)
- AMI 461 Abdominal Sonography (2)
- AMI 461L Abdominal Sonography Lab (2)
- AMI 462 Obstetrics/Gynecology Sonography (3)
- AMI 463 Doppler Procedures (2)
- AMI 463L Doppler Procedures Lab (1)

AMI 410 Clinical Experience I (4) is taken twice in option
AMI 411 Clinical Experience II (6) is taken once in option

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.

- AMI 410 Clinical Experience I (4) Supervised clinical experience within an imaging sciences modality. Requires performance and documentation of clinical competencies.

- AMI 411 Clinical Experience II (6) Supervised clinical experience within an imaging sciences modality. Requires performance and documentation of clinical competencies.

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

- Advocate for patients, recognize professional impact related to patient outcomes and develop a culture of safety.
- Demonstrate effective, appropriate, and respectful communication with diverse populations of patients, co-workers, physicians, and the community to improve patient outcomes by performing beyond technical application.
- Apply ethical practice as a professional technologist from a legal, compliance, and systems perspective within the healthcare realm.
- Actively lead and/or participate as part of an interprofessional team to improve communication amongst healthcare providers and decrease patient risk.
- Implement advanced imaging principles and practices at a level of mastery.
- Appropriately share data within a healthcare team while maintaining patient privacy and confidentiality.
- Collaborate and influence as a leader in the medical imaging profession by making meaningful contributions within their department, their healthcare organization, their community as well as on a national level.
- Attain eligibility for national credentialing within a modality of focus.

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

With development of the curriculum map, it was recognized which courses will meet specific program learning outcomes. With the development of each course, it is mapped which assessments will meet the program learning outcomes. We will set benchmarks for these associated with student success to verify the goals were achieved. Annual action plans will be developed based on this data. Additional assessments will also be conducted according to program accreditation requirements.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

       No impact. The full-time faculty teaching in this program are already supplied with offices and equipment for the other Radiologic Sciences and Imaging Sciences courses they are teaching.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

       No impact is anticipated.

    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.

       N/A

19. **Library and Information Resources:** Describe adequacy and availability of library and information 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 currently adequate with no anticipated impact on usage. The Albertson's library provides research databases, electronic textbook reserves and also books by mail for distance studies students.

    b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

       No additional library resources are required.

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The program will utilize existing personnel and courses from the Imaging Sciences and Radiologic Sciences programs to implement this program. New courses are being developed by the faculty for a few core and elective courses, and will be within the current workload.

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.

Years 1 and 2 of the program will utilize existing clinical faculty instruction, support personnel, and administrative resources from the Imaging Sciences program. This equates to:

Yr 1- .36 FTE
Yr 2- .51 FTE

Years 3 - 5 of the program will fund partial FTE of Natalie Mourant, a current Clinical Professor in the Radiologic Sciences department:

Yr 3- .42 FTE

Yr 4- .47 FTE

Yr 5- .52 FTE

Natalie will teach classes as well as oversee the program.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will the quality and productivity of existing programs be maintained?

Much of the coursework already exists in the on-campus format and can be taught online by the existing faculty without affecting the quality or productivity.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As the program grows, pert-time faculty may be hired to teach additional course sections.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: $395 per credit.

We project that by the fourth year of the program, it will generate 864 student credit hours, which will yield a revenue of $341,432.

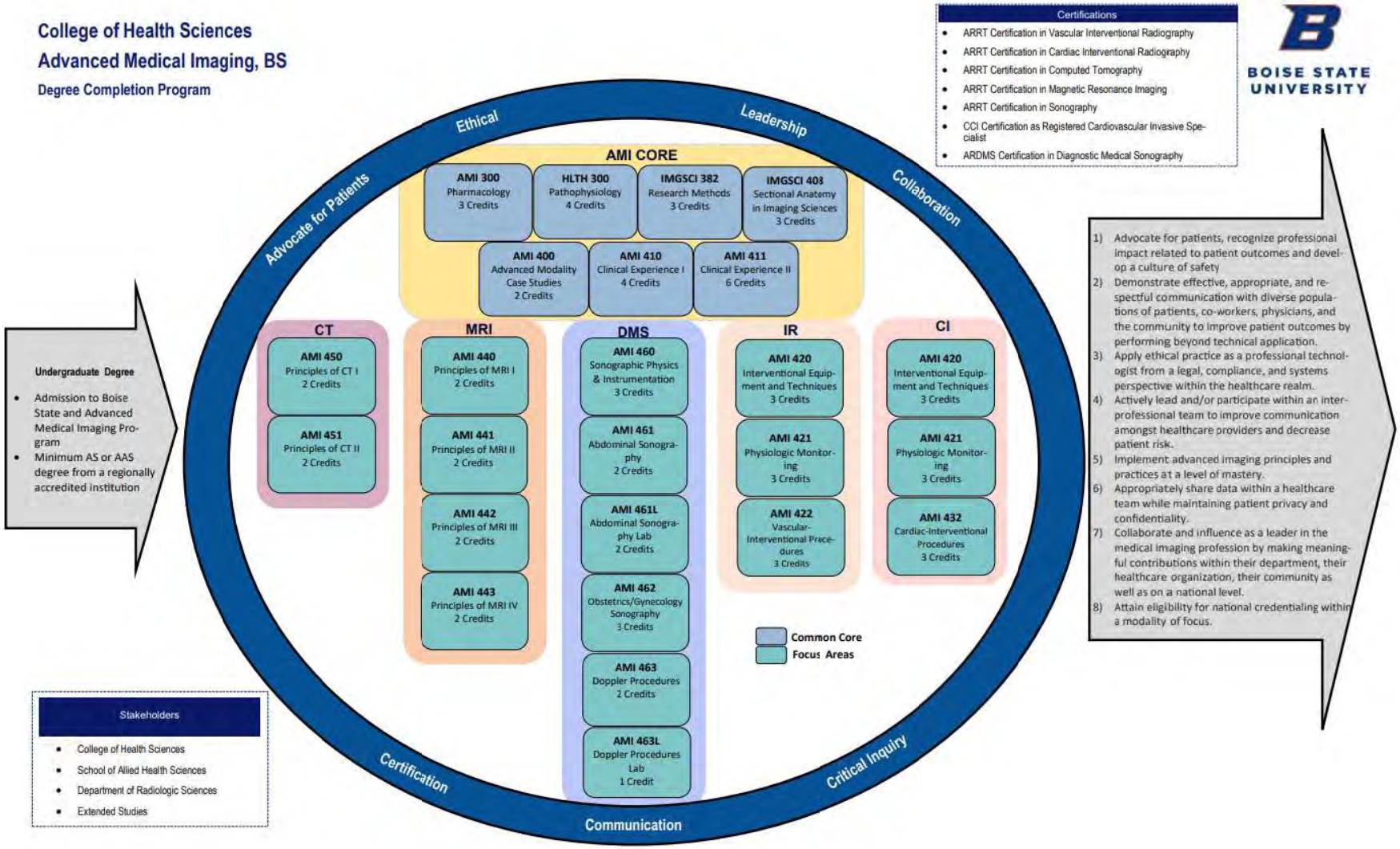
22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.

- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

APPENDIX A – Program Map



I. PLANNED STUDENT ENROLLMENT

	FY 2023		FY 2024		FY 2025		FY 2026		FY 2027	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	4.3	8	12.0	21	16.9	31	25.9	47	35.0	64
B. Shifting enrollments	0.5	1	1.3	2	1.9	3	2.9	5	3.9	7
Total Enrollment	4.8	9	13.4	23	18.8	34	28.8	52	38.8	71
Student Credit Hours Generated	144		401		565		864		1,165	

II. REVENUE

	FY 2023		FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds		$28,521		$76,057						
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$61,898		$171,042		$240,335		$368,162		$497,144
6. Other (i.e., Gifts)										
Total Revenue	$0	$90,419	$0	$247,098	$0	$240,335	$0	$368,162	$0	$497,144

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 30 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 25% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

II.2. The College of Health Sciences will support program in Yr1 and Yr2 for instructional and support personnel expenses already paid by Imaging Sciences DCP.

II.5. Student Fee revenue calculated as Student Credit Hours * $395 per credit.
$395 calculated as estimate of 2021-2022 per credit rate.
To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

III. EXPENDITURES

	FY 2023		FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		0.41		0.65		1.24		1.52		1.88
2. Faculty		$21,198		$49,172		$53,995		$60,532		$77,374
3. Adjunct Faculty		$1,261		$1,215		$4,476		$5,153		$6,562
4. Graduate/Undergrad Assistants		$0.00		$0.00		$0.00		$0.00		$0.00
5. Research Personnel		$0.00		$0.00		$0.00		$0.00		$0.00
6. Directors/Administrators		$0		$7,367		$5,984		$6,939		$8,109
7. Administrative Support Personnel		$0		$0		$3,641		$8,199		$9,302
8. Fringe Benefits		$8,162		$21,457		$25,071		$30,489		$37,984
9. Other: Teaching Assistants		$0		$0		$0		$0		$0
Total Personnel and Costs	$0	$30,621	$0	$79,212	$0	$93,167	$0	$111,312	$0	$139,331

Budget Notes (continued)

III.A.2 Faculty FTE: Calculated using (Credit hour load)/32 for 11 month clinical faculty and calculated using (Credit hour load)/24 for 9 month clinical faculty

III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24

III.A.6 Administrator: Program Coordinator (.10 to .08 FTE). College of Health Sciences Imaging Sciences program will continue to fund for Y1 and Y2.

III.A.7 Administrative Support: Administrative Assistant (0.27 to 0.11 FTE). College of Health Sciences Imaging Sciences program will continue to fund for Y1 and Y2.

III.A.8 Benefits calculated at staff fringe rate of $11,650+(annual wage*20.88%) professional staff and $11,650+(annual wage*21.98%) classified staff

B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel										
2. Marketing and Promotion										
3. Other Services										
4. Communications										
5. Materials and Supplies		$545		$510		$429		$483		$1,370
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software										
Total Operating Expenditures	$0	$545	$0	$510	$0	$429	$0	$483	$0	$1,370

Budget Notes (continued):
III.B.5 Materials & Supplies: Office supplies and materials

	FY 2023		FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2023		FY 2024		FY 2025		FY 2026		FY 2027	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Boise State University Support		$28,519		$79,142		$111,527		$170,716		$230,178
2. College of Health Sciences Revenue Share		$0		$0		$6,692		$10,243		$13,811
Utilities										
Maintenance & Repairs										
3. Student Scholarships		$28,519								
Total Other Costs	$0	$57,038	$0	$79,142	$0	$118,219	$0	$180,959	$0	$243,989
TOTAL EXPENDITURES:	$0	$88,204	$0	$158,864	$0	$211,815	$0	$292,755	$0	$384,691
Net Income (Deficit) to College	$0	$2,215	$0	$88,234	$0	$28,520	$0	$75,408	$0	$112,454

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program

III.E.2 The College of Health Sciences will receive 6% of revenue when the program's cumulative revenues are larger than cumulative expenses. The budget anticipates this will occur in year 3 or FY 2025

III.E.3 Student Scholarships

SUBJECT

Statewide Program Responsibilities – University of Idaho Program Name Changes

REFERENCE

February 2021	The Board approved the first reading of proposed amendments to Board Policy III.Z which included removing and relocating the statewide program list to the three-year plan document.
April 2021	The Board approved the second reading of proposed amendments to Board Policy III.Z.
August 2021	The Board approved the Three-year Program Plan, incorporating the statewide program responsibilities lists.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections III.G. and III.Z.
Section 33-113, Idaho Code, Limits of Instruction.

BACKGROUND/DISCUSSION

The initial development of the Eight-Year Plan in 2004 included identifying unique statewide program responsibilities for the three universities. Specific programs and degree levels were identified and assigned to the University of Idaho, Idaho State University and Boise State University for delivery of those programs statewide and were included not only in the planning document, but also in Board Policy III.Z.

Policy amendments in April 2021 removed and relocated the statewide program responsibilities chart from Board Policy III.Z to be exclusively housed and maintained under what is currently the Three-Year Plan. Procedures for making any changes to the specific programs and degree levels listed are established in Board Policy III.G, Postsecondary Program Review and Approval. This includes a short proposal requirement and approval by the Board. Procedures were recently amended to include an expedited review of a name change to an existing program identified under the statewide program responsibilities list, however, those must still be approved by the Board.

University of Idaho proposes to change the name of two existing programs listed under the statewide program responsibilities assigned by the Board.

IMPACT

Approval of the updated statewide program responsibilities list will incorporate the program name changes requested by the University of Idaho.

ATTACHMENTS

Attachment 1 – Three Year Plan
Attachment 2 – UI Fishery Resources Name Change – Short Proposal
Attachment 3 – UI Wildlife Resources Name Change – Short Proposal

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho has submitted two short proposals to change the name of their existing Bachelor of Science, Wildlife Resources to Wildlife Sciences and their existing Bachelor of Science, Fishery Resources to Fisheries Science. The proposed name changes will better align with the CIP Codes 03.0301 Fishing and Fisheries Science and Management and 03.0601 Wildlife, Fish and Wildlands Science and Managements. The name changes will also better reflect the name of the Department of Fish and Wildlife Sciences. Consistent with Board Policy III.G, changes to program names or degree titles related to Statewide Program Responsibilities as defined in Board Policy III.Z require full Board approval.

BOARD ACTION

I move to approve the proposed amendments to the Three-Year Program Plan, Statewide Program Responsibilities, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education

ATTACHMENT 1

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ATTACHMENT 1

Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility
In accordance with Board Policy III.Z.1.i, Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

Service Region Program Responsibility
In accordance with Board Policy III.Z.1.g, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

ATTACHMENT 1

Delivery of Programs

Consistent with Board Policy III.Z., "Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution." The statewide program list is updated by the Board every two years.

Boise State University
Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

Idaho State University
Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

ATTACHMENT 1

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Sciences	B.S.Wildl.Sci.
Fisheries Sciences	B.S.Fish.Sci.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management	M.S., M.N.R., Ph.D.

Board approved December 2016

Institutional Tracking No. _____

Idaho State Board of Education

SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	February 2, 2022				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	College of Natural Resources				
Name of Department(s) or Area(s):	Fish and Wildlife Sciences				
Official Name of Program or Instructional/Administrative Unit:	Fishery Resources				
Implementation Date:	2022-2023				
Degree:	Degree Level: B.S.		Degree Type:		
CIP code (consult IR /Registrar):	03.0301 – Fishing and Fisheries Science and Management				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	Face-to-Face				
Geographical Delivery:	Location(s)	Moscow		Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	Online Program Fee

Proposed Action

- [ ] **New Certificate**
  - [ ] Undergraduate Certificate (30 credits or more)
  - [ ] Graduate Certificate (30 credits or more)
  - [ ] Specialized Certificate
- [ ] **Addition of a degree to an existing program**
- [ ] **Addition of a certificate to an existing program**
- [ ] **Modification of Existing Undergraduate Programs**
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one program
  - [ ] Converting one program option into a stand-alone program
  - [ ] Converting or transitioning a degree level type (i.e. BA to BS)
- [ ] **Other**
  - [ ] Establishing a dual degree from existing programs
  - [ ] New programs consisting of multiple certificates with similar coursework
  - [X] Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - [ ] Deviation of program credit definitions (i.e. ... number of credits for a degree)

College Dean (Institution)	2/4/2022 Date	Academic Affairs Program Manager, OSBE	3/22/22 Date
VP/Chief Fiscal Officer (Institution)	2-8-22 Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction (Institution)	2-8-22 Date	OSBE Executive Director or Designee Approval	Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

   We are changing the name of our BS major from Fisheries Resources to Fisheries Science. The change better reflects the name of our department Fish and Wildlife Sciences and this CIP code which is 03.0301 – Fishing and Fisheries Science and Management.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

Estimated New Enrollment			
Year	**Fall**	**Spring**	**Summer**
	Headcount	Headcount	Headcount
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			

3. Teacher Education/Certification Programs. All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission prior to consideration and approval of the program by the State Board of Education. Will this program lead to certification?

   Yes_____ No_____

   If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's approved 3-year plan?

   Yes ____ No _____

   If yes, proceed to question 5. If no, please address A and B below:

   a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

   Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.

	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

5. Curriculum for the proposed program changes 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.	
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

6. Resources Required for Implementation – Financial Impact and Budget.

a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f [1], include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

There are no departmental resources required for implementation. There is no cost to students. There is no financial impact.

[1] 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.

Idaho State Board of Education

SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	3-14-22			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Natural Resources			
Name of Department(s) or Area(s):	Fish and Wildlife Sciences			
Official Name of Program or Instructional/Administrative Unit:	Wildlife Resources			
Implementation Date:	2022-2023			
Degree:	Degree Level: Undergraduate	Degree Type:BS		
CIP code (consult IR /Registrar):	03.0601 Wildlife, Fish and Wildlands Science and Management			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	Face to face			
Geographical Delivery:	Location(s)	Moscow	Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	Professional Fee	Online Program Fee

Proposed Action

- [ ] **New Certificate**
  - [ ] Undergraduate Certificate (30 credits or more)
  - [ ] Graduate Certificate (30 credits or more)
  - [ ] Specialized Certificate
- [ ] **Addition of a degree to an existing program**
- [ ] **Addition of a certificate to an existing program**
- [ ] **Modification of Existing Undergraduate Programs**
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one program
  - [ ] Converting one program option into a stand-alone program
  - [ ] Converting or transitioning a degree level type (i.e. BA to BS)
- [ ] **Other**
  - [ ] Establishing a dual degree from existing programs
  - [ ] New programs consisting of multiple certificates with similar coursework
  - [X] Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - [ ] Deviation of program credit definitions (i.e. increase in number of credits for a degree)

College Dean (Institution)	3/14/2022 Date	Academic Affairs Program Manager, OSBE	3/22/2022 Date
VP/Chief Fiscal Officer (Institution)	3-14-22 Date	Chief Financial Officer, OSBE	Date

Torrey Lawrence 3-14-22

Provost/VP for Instruction (Institution) Date

OSBE Executive Director or Designee Approval Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

We are changing the name of our BS major from Wildlife Resources to Wildlife Science. The change better reflects the name of our department Fish and Wildlife Sciences and this CIP code which is 03.0601 WILDLIFE, FISH AND WILDLANDS SCIENCE AND MANAGEMENT.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

Estimated New Enrollment			
Year	**Fall**	**Spring**	**Summer**
	Headcount	Headcount	Headcount
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			
20xx-xx			

3. Teacher Education/Certification Programs. <u>All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.</u> Will this program lead to certification?

Yes_____ No_____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution's approved 3-year plan?

Yes ____ No _____

If yes, proceed to question 5. If no, please address A and B below:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.

	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

5. Curriculum for the proposed program changes 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.	
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

6. Resources Required for Implementation – Financial Impact and Budget.

a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f[1], include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

There are no departmental resources required for implementation. There is no cost to students. There is no financial impact.

[1] 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.

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.
June 2021	The Board appointed Cindy Hill representing ISU and Angela Sackett-Smith representing CWI to the GEM Committee.
August 2021	The Board appointed Dr. Candyce Reynolds representing BSU and Lloyd Duman representing NIC to the GEM Committee.
October 2021	The Board appointed Chris Harper, Karina Smith, Kristin Whitman, and Debbie Ronneburg to the GEM Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures Section III.N.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state GEM Committee is responsible for: i) 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; and ii) making recommendations to the Board regarding the general education framework and the common course list. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of

General Education[MF1] competencies related to their discipline and are responsible for proposing changes to the common course list to the GEM Committee. The GEM Committee consists of a Board-appointed representatives from: each of the institutions~~;~~, ~~a representative from~~ the Division of Career Technical Education~~;~~, ~~a representative from~~ the Idaho Registrars Council~~;~~, ~~a representative from~~ the digital learning community~~;~~, ~~a representative from~~ the dual credit community, ~~a representative from~~ the open education community~~;~~, and the ~~E~~executive ~~D~~director of the Board, or designee, who shall serve as the chair of the committee. Board policy III.N. does not establish terms for the members of the GEM Committee. Once appointed, members serve until they resign or are replaced by the Board.

North Idaho College has ~~forwarded~~ nominated Ms. Sherry Simkins~~'~~ ~~name~~ for appointment to the GEM Committee to replace Lloyd Duman who has retired. College of Western Idaho has ~~forwarded~~ nominated Ryan Randall~~'s name~~ for appointment to the GEM Committee as the open education community's representative to replace Kristin Whitman who has taken another position.

IMPACT

The proposed appointments will replace North Idaho College's representative and the open education community's representative on the GEM Committee.

ATTACHMENTS

Attachment 1 – General Matriculation Education Committee – Current Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Sherry Simkins is currently serving as the Interim Dean of Instruction, General Studies at North Idaho College. Prior to this role, Ms. Simkins served as Division Chair for Communication and Fine Arts since 2012 and has been Communication faculty member since 2005. She currently represents Idaho as the WICHE Interstate Passport State Facilitator. This initiative seeks to smooth student transfer of general education credits across state lines. She has been connected to Idaho's general education reform since it began in 2012, by serving as a faculty discipline representative. Simkins received her Bachelor of Science and Master of Arts in Communication at Southern Utah University and is expected to graduate with her Doctorate in Educational Leadership from Idaho State University in spring 2022.

Ryan Randall is currently the Instruction Coordinator and Faculty Outreach Librarian at the College of Western Idaho, where he also is the campus Pressbooks administrator. Before receiving his Master of Library Science from Indiana University and becoming a college librarian, he taught first-year composition courses, literature courses, and media studies courses while a graduate student and adjunct instructor.

Board staff recommends approval.

BOARD ACTION

I move to appoint Ms. Sherry Simkins, representing North Idaho College, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Mr. Ryan Randall, representing the open education community, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education
General Education Matriculation Committee

Dean Panttaja is the Director of General Education and Interim Vice Provost for Academic Initiatives at University of Idaho. Dean Panttaja was appointed in **April, 2019.**

Greg Wilson is the General Education Coordinator at College of Western Idaho. Greg Wilson was appointed in **June, 2019.**

Tiffany Seeley-Case is the Dean of General and Transfer Education at College of Southern Idaho. Tiffany Seeley-Case was appointed in **October, 2019**

Martin Gibbs is the Dean of Liberal Arts & Sciences at Lewis-Clark State College. Martin Gibbs was appointed in **June, 2020.**

Angela Sackett-Smith is the Dean for General Education at College of Eastern Idaho. Angela Sackett-Smith was appointed in **June, 2021.**

Cindy Hill is Interim Vice Provost for Academic Affairs at Idaho State University. Cindy Hill was appointed in **June, 2021**.

Lloyd Duman is the Interim Dean of General Studies at North Idaho College was appointed in **August, 2021**.

Candyce Reynolds is the Director of the Foundational Studies Program at Boise State University was appointed in **August, 2021**.

Chris Harper is the Director of the Teaching and Learning Center at the College of Southern Idaho and serves as the digital learning representative on the GEM Committee. He was appointed in **October, 2021**.

Karina Smith is the Assistant Director for Concurrent Enrollment at Boise State University and serves as the dual credit representative on the GEM Committee. She was appointed in **October, 2021**.

Debbie Ronneburg is the interim Dean, College of Technology at Idaho State University and serves as the Technical College Leadership Council Representative on the GEM Committee. She was appointed in **October, 2021**.

Ryan Randall is the Instructor Coordinator and Faculty Outreach Librarian at the College of Western Idaho and serves as the open education representative on the GEM Committee. **Appointment pending Board approval April, 2022.**

ATTACHMENT 1

Sherry Simkins is the Interim Dean of Instruction, General Studies at North Idaho College. **Appointment pending Board approval April, 2022.**

Mandy Nelson is the Registrar 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

Idaho Indian Education Committee Appointments

REFERENCE

June 20, 2019	The Board approved the appointment of Dr. Leslie Webb, Mr. Jaime Barajas-Zepeda, and Ms. Effie Hernandez.
February 13, 2020	The Board approved the appointment of Mr. 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.
June 2021	The Board approved the reappointment of Ms. Tina Strong.
August 2021	The Board approved the appointment of Ms. Shirley Allman.
October 2021	The Board approved the appointment of Dr. Eric Scott.
February 2022	The Board approved the appointment of Dr. Jean McGivney-Burelle, Dr. Kassie Silvas, and Ms. Desi Moses.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and 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
  - Nominations are submitted from the institution president
- One representative from each of the five tribal chairs or their designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representative from the State Board of Education

All members are voting members.

Members serve six year terms and may be reappointed at the end of each term. Terms run from July 1 of the appointing year to June 30 of the year they expire.

IMPACT

Three existing members would be reappointed to the Indian Education Committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – College of Eastern Idaho Committee Nomination
Attachment 3 – University of Idaho Committee Nomination
Attachment 4 – Fort Hall Business Council Committee Nomination

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Ms. Effie Hernandez is the Multicultural Coordinator at the College of Eastern Idaho (CEI). She has served on the Indian Education Committee as CEI's representative since 2019. Ms. Hernandez's term is scheduled to expire June 30, 2022 and she has expressed interest in continuing her service on the committee. President Rick Aman forwarded a letter of support to reappoint Ms. Hernandez as the college representative.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). She has served on the Idaho Indian Education Committee as the UI's representative since 2013. Dr. Bisbee's term will expire on June 30, 2022 and she has expressed interest in continuing her service on the committee. President Scott Green has forwarded a letter of support to reappoint Dr. Bisbee as the University's representative.

Mr. Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council. He has served on the Idaho Indian Education Committee as their Tribal Chairperson representative since 2018. Mr. Edmo's term will expire on June 30, 2022 and he has expressed interest in continuing his service on the committee. A tribal resolution supporting his reappointment as their representative from the Fort Hall Business Council is included.

Board staff recommends approval.

BOARD ACTION

I move to reappoint Ms. Effie Hernandez, representing the College of Eastern Idaho to the Indian Education Committee effective July 1, 2022 and expiring June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Dr. Yolanda Bisbee, representing the University of Idaho to the Indian Education Committee effective July 1, 2022 and expiring June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Mr. Ladd Edmo, representing the Fort Hall Business Council to the Idaho Indian Education Committee effective July 1, 2022 and expiring June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

STATE BOARD OF EDUCATION
Idaho Indian Education Committee

Tribal Chair or Designee

Shirley J. Allman - Nez Perce Tribal Executive committee representative and serves as the Tribal Chairperson's designee. Term: August 18, 2021 – June 30, 2023.

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.

Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: July 1, 2022 - June 30, 2027. **Pending Board approval.**

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.

Pending Recommendation - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

Tribal Education Department Representative

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.

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.

Desi Moses is the ARP Program Manager/Academic Success Coach for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: February 17, 2022 – June 30, 2026.

Pending Recommendation – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Pending Recommendation – Tribal Education Department representative for the Kootenai Tribe.

Bureau of Indian Education Representatives

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

ATTACHMENT 1

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2021 – June 30, 2026.

State Board of Education Representative

Dr. Linda Clark is the State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2012 – June 30, 2027. **Pending Board approval.**

Effie Hernandez is the Multicultural Coordinator at College of Eastern Idaho. Term: July 1, 2012 – June 30, 2027. **Pending Board approval.**

Dr. Jean McGivney-Burelle is the Dean of the College of Education at Idaho State University. Term: February 17, 2022 – June 30, 2026.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Dr. Eric Scott – Associate Vice President for Student Affairs at Boise State University. Term: February 17, 2022 – June 30, 2023.

Dr. Kassie Silvas is the Interim Provost/Student Services at North Idaho College. Term: February 17, 2022 – June 30, 2027.

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.

College of Eastern Idaho
1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

March 7, 2022

The College of Eastern Idaho will be continuing their participation in and support for the Idaho Indian Education Committee with the State of Idaho. This Committee plays a key role in supporting the education plans for the future of Indian education in the state.

Effie Hernandez is the Multicultural Coordinator and has been working with local community leaders in both Native American and Hispanic populations. Effie has experience in the area in multicultural recruitment with the University of Idaho and now with her current position at the College of Eastern Idaho. Additionally, Effie is a member of the Shoshone-Bannock Tribes giving her a unique understanding to Indian Education. Effie will make an excellent addition to this state-wide committee as our CEI appointee. Her contact information is:

Effie Hernandez – 208.535.5338
effie.hernandez@cei.edu

We look forward to our continued participation. If you have questions or concerns, please contact my office.

Sincerely,

Rick Aman
President, College of Eastern Idaho
Idaho Falls, Idaho

OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
Moscow ID 83844-3151

208-885-6365
president@uidaho.edu
uidaho.edu/president

March 16, 2022

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037

Dear Ms. Sanchez:

Thank you for the opportunity to be involved in the Idaho Indian Education Committee. I would like to nominate Dr. Yolanda Bisbee for re-appointment as the University of Idaho representative. She serves as our Chief Diversity Officer, overseeing our diversity efforts. She also serves as Executive Director for Tribal Relations, where she oversees our Native American Student Center and coordinates relationships with our 11 MOU tribes. Having her in these roles has been critical to the health and strength of these relationships.

I believe her efforts directly relate to the increases we experience in our Native student enrollment at the University of Idaho. I also believe that she is a leader in understanding critical issues, such as tribal identification and its independence from racial/ethnic self-identification. Dr. Bisbee would be a great asset to the Idaho Indian Education Committee.

Sincerely,

C. Scott Green
President

RESOLUTION

WHEREAS, the Fort Hall Business Council has the ultimate responsibility for budget approvals and overseeing the administration of all Tribal funds, as well as those funds awarded to the Shoshone-Bannock Tribes through contracts, grants, cooperative agreements, regardless of source; and

WHEREAS, Section 1750 of the Shoshone-Bannock Personnel Manual requires that the Business Council authorize employees to represent the Tribes' interests in outside organizations; and

WHEREAS, the Idaho Indian Education Committee (IIEC) is a standing committee designated to advocate for American Indian students and schools, to act as an advisory body to the Idaho State Board of Education and provide a link for all five tribes of Idaho; and

WHEREAS, the IIEC includes representatives from the five tribal councils, Tribal education, and BIE schools, college and university, and from the State Board of Education; and

WHEREAS, Business Council member Ladd R. Edmo is the current Tribal Council representative serving on the Idaho Indian Education Council; now

THERFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE BANNOCK TRIBES, that approval is hereby given to authorize Business Council member Ladd R. Edmo to participate in the Idaho Indian Education Committee representing the Shoshone-Bannock Tribes as the Tribal Chair/Designee.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984), as amended, and in the Shoshone-Bannock Tribes Constitution and Bylaws of the Fort Hall Reservation, as amended, including but not limited to the authority found in the Constitution, Article VI.

Dated this 08th day of March 2022.

Devon Boyer, Tribal Chairman
Fort Hall Business Council

S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 3 in favor, 1 abstained (LRE), 2 absent (DB, EJT), and 1 not voting (MS) on the date this bears.

Ladd R. Edmo, Tribal Secretary
Fort Hall Business Council

FHBC-2022-0157

IDAHO STATE UNIVERSITY

SUBJECT

Facility Naming – L.S. Skaggs College of Pharmacy

REFERENCE

June 2020	Idaho State Board of Education (Board) approved the Six Year Capital Improvement Plan amendment to include Leonard Hall renovations.
April 2021	Board approved planning and design for College of Pharmacy Leonard Hall Renovations.
December 2021	Board approved construction and financing for a total project cost not to exceed $20,200,000.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K Naming/Memorializing Buildings and Facilities

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks approval to name the Idaho State University College of Pharmacy the L.S. Skaggs College of Pharmacy in recognition of a $14M lead gift from the ALSAM Foundation to fund upgrades to Leonard Hall.

The College of Pharmacy is the oldest College at ISU. The renovation plan for Leonard Hall transforms the outdated office, classroom, and laboratory space into state-of-the-art functionality. The renovation is primarily focused on upgrading the 2nd floor laboratories. Laboratories require redesign to update and modernize the spaces to fit current needs. Further, there is no ADA accessibility into lab spaces. Construction and financing for the project was approved by the Board at their December 2021 regular Board meeting.

This naming opportunity also places the ISU College of Pharmacy among an elite and distinguished list of schools of pharmacy that bear the Skaggs Family name, a high honor in the world of pharmacy education. Notable other Skaggs Colleges of Pharmacy include the University of Utah, the University of California San Diego, the University of Colorado, the University of Arizona and the University of Montana.

The gift from the ALSAM Foundation marks the largest ever one-time donation received by Idaho State University. The philanthropic support of the ALSAM Foundation was critical to moving forward with renovation plans and the project would not have been possible without this support. Modernizing the College of Pharmacy classroom, office, and laboratory spaces will positively impact current and future students at ISU. The ALSAM Foundation has a long history of philanthropy at ISU. Most notably is the support for the acquisition and build out of the Meridian Health Sciences Center that also bears the Skaggs Family name.

IMPACT

Naming the Idaho State University College of Pharmacy the L.S. Skaggs College of Pharmacy recognizes the philanthropic support of the ALSAM Foundation. No substantive costs related to the naming will be required other than what is needed for new signage.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individual's gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual's relationship to the institution.

Pursuant to Board Policy I.K.1.:

a. Naming for an administrator, member of the faculty or employee of a unit responsible to the State Board of Education:

    i. No building, facility, or administrative unit shall be named for a person currently employed within the system of higher education in Idaho, except when authorized by the Board.

    ii. Memorialization of a building, facility, or administrative unit for a former employee retired or deceased shall be considered on the basis of the employee's service to education in the state of Idaho. Significant factors will include, but shall not be limited to:

        1) Recommendation of the chief executive officer of the institution and the recommendation of the institutional community.

        2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:

    i. When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.

    ii. Name for an individual in recognition of a gift.

        1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.

2) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:
   a) The nature of the proposed gift and its significance to the institution;
   b) The eminence of the individual whose name is proposed; and
   c) The individual's relationship to the institution.

Based on the information provided the proposed naming request meets the requirements in Board policy I.K.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to name the Idaho State University College of Pharmacy the L.S. Skaggs College of Pharmacy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

June 2021	Board reviewed six (6) provisional certificates for the 2020-21 school year. Five (5) applications were approved and one (1) application was not approved.
August 2021	Board approved two (2) provisional certificates for the 2021-22 school year. Board approved Emergency Provisional Certificate Application Process.
October 2021	Board approved nineteen (19) provisional certificates for the 2021-2022 school year.
December 2021	Board approved forty-nine (49) provisional certificates for the 2021-2022 school year.
February 2022	Board approved twenty-six (26) provisional certificates for the 2021-2022 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND/DISCUSSION

Nineteen (19) complete emergency provisional certificate applications were received by the State Department of Education by February 25, 2022, including eighteen (18) instructional and career techncial education certificate applications and one (1) Pupil Service Staff certificate application from the school districts listed below. These applications for the 2021-22 school year were reviewed by the Certification Department of the State Department of Education using the State Board approved Emergency Provisional Certficate Application Process. The Emergency Provisional Certificate allows a school district or charter school to request one-year certification/endorsement in an emergency situation for candidates who do not hold the required Idaho certifcate/endorsement to fill a position. While the candidate is under emergency provisional certification, the school district or charter school is funded for the position at the same rate as if an employee with a standard or interim certificate were in the position.

Instructional Staff and Career Technical Education (CTE) Certificate Applications

Boise Independent School District #001
Applicant Name: Tayler Caldwell
Endorsement(s): CTE-Natural Resources Mgmt (6-12), Natural Science (6-12)
College Training: BS

Declared Emergency Date: 1/10/2022
Hire/Assignment Date: 1/10/2022
Summary of Recruitment Efforts: The individual who held this position resigned prior to the start of the second semester. Due to the nature of this position being a hard to fill position, the school did not receive any qualified applicants. Two substitutes were interested in the position, both held teaching certificates, but not in the proper endorsement area. Tayler Caldwell was the better fit for the position.

Applicant Name: Adrian Shaw
Endorsement(s): Visual Arts (K-12)
College Training: BS
Declared Emergency Date: 2/14/2022
Hire/Assignment Date: 1/31/2022
Summary of Recruitment Efforts: The employee that was in this teaching position taught both Mathematics and Visual Arts. The employee resigned at the end of the first semester. The Boise School District only had two applicants that applied for the position. Both applicants held a Math endorsement but neither applicant held a Visual Arts endorsement and would have needed to be placed on a Provisional or Alternative Authorization to obtain the Visual Arts endorsement needed.

West Bonner County School District #083
Applicant Name: Joshua Johnson
Endorsement(s): CTE Construction Trades Technology (6-12)
College Training: Industry Experience (IDCTE Confirmed)
Declared Emergency Date: 12/15/2021
Hire/Assignment Date: 11/29/2021
Summary of Recruitment Efforts: Previous teacher could not finish contract due to health issues. This is a hard to fill position. It was posted on the district website, edjobsidaho.com, Idaho Department of Labor, Indeed and social media. Three applicants applied, Joshua was the only applicant with background knowledge and experience of skills needed for position.

Nampa School District #131
Applicant Name: Terrell Moffett
Endorsement(s): CTE OS-Digital Media Production (6-12)
College Training: BA
Declared Emergency Date: 9/20/2021
Hire/Assignment Date: 8/16/2021
Summary of Recruitment Efforts: 2021-22 is the last year the district will be offering the broadcasting pathway. Staff member is already stationed at location where this class needs to be taught and has the most experience among CTE staff to teach this subject. This Emergency Provisional will allow students already in this pathway to complete it.

Mountain View School District #244
Applicant Name: Melissa Ketola
Endorsement(s): All Subjects (K-8)
College Training: 55 credits
Declared Emergency Date: 2/22/2022
Hire/Assignment Date: 9/1/2021
Summary of Recruitment Efforts: The Mountain View school district sent an Emergency Provisional application for the candidate in Aug/Sept 2021 but she did not have enough credits for the application to be approved. The candidate has now achieved the proper credits for the application. The candidate was the best candidate for the position when she was hired. Fourteen applications were received and six were interviewed.

Minidoka County School District #331
Applicant Name: Crystal Arizpe
Endorsement(s): All Subjects (K-8)
College Training: BA
Declared Emergency Date: 1/17/2022
Hire/Assignment Date: 2/1/22
Summary of Recruitment Efforts: Position was posted on school district website as well as SchoolSpring and Indeed. One application was received and interviewed.

Lewiston Independent School District #340
Applicant Name: Angela Nelson
Endorsement(s): English as a Second Language (K-12)
College Training: BS
Declared Emergency Date: 12/13/2021
Hire/Assignment Date: 12/14/2021
Summary of Recruitment Efforts: Posted opening in local newspaper, social media, Indeed, and Zip Recruiter. One complete application was received and one was initiated but never completed. One applicant was interviewed.

Twin Falls School District #411
Applicant Name: Tarin Dawson
Endorsement(s): Natural Science (6-12)
College Training: BS
Declared Emergency Date: 2/14/2022
Hire/Assignment Date: 1/31/2022
Summary of Recruitment Efforts: The teacher hired for this position wanted out of the contract, but offered to stay until a suitable replacement was found. The candidate applied and was offered the position.

Applicant Name: Dawn McClung
Endorsement(s): Math (6-12)
College Training: BS
Declared Emergency Date: 2/14/2022
Hire/Assignment Date: 1/13/2022
Summary of Recruitment Efforts: This position was filled at the beginning of the school year by a first year teacher who became overwhelmed and decided to break her contract after the holiday. This left the school without a teacher in the classroom. The candidate applied and was hired to take over the position.

Applicant Name: Sandra Matthews
Endorsement(s): All Subjects (K-8)
College Training: BA
Declared Emergency Date: 12/13/2021
Hire/Assignment Date: 11/1/2021
Summary of Recruitment Efforts: The school district hired a new teacher for this position and after teaching in the class, the teacher decided to change careers. The candidate had been working as a guest teacher in the school and in this classroom. She agreed to take over as teacher for the remainder of the school year.

Weiser School District #431
Applicant Name: Stephanie Elias-Fernandez
Endorsement(s): English (6-12)
College Training: BA
Declared Emergency Date: 1/5/2022
Hire/Assignment Date: 1/5/2022
Summary of Recruitment Efforts: A notice was posted on the School Spring website. The job was also published in the local newspaper and on the district website for three weeks. Contact was also made with college education departments. No candidates came forward.

Applicant Name: Megan Overgaard
Endorsement(s): Mathematics (6-12)
College Training: MA
Declared Emergency Date: 1/5/2022
Hire/Assignment Date: 1/5/2022
Summary of Recruitment Efforts: A middle school mathmatics teaching position was advertised for three weeks. Position was also posted on School Spring and in the local newspaper. Local colleges within the state were contacted as well.

North Valley Academy Charter School #465
Applicant Name: Stephanie Bates
Endorsement(s): All Subjects (K-8)
College Training: AA
Declared Emergency Date: 8/1/2021
Hire/Assignment Date: 8/10/2021
Summary of Recruitment Efforts: Position was posted in May. The candidate did not qualify for Content Specialist. Converted to Emergency Provisional.

Future Public Charter School #499
Applicant Name: Brandon McGurkin
Endorsement(s): Physical Education (K-12)
College Training: BA
Declared Emergency Date: 2/17/2022
Hire/Assignment Date: 2/18/2022
Summary of Recruitment Efforts: The Physical Education teacher gave two weeks notice on January 21, 2022 with a transition date of February 4, 2022. The opening was shared immediately within school's networks, Board, school community, and on Indeed. 30 applications were received. Most were not qualified. Those candidates that were qualified wanted to start in the Fall. An offer was made but was declined. The candidate was the next best qualified.

Forge International School #528
Applicant Name: Jarret Ellsworth
Endorsement(s): CTE Information/Communication Tech (6-12)
College Training: BA
Declared Emergency Date: 11/15/2021
Hire/Assignment Date: 7/2021
Summary of Recruitment Efforts: Mr. Ellsworth is a certified CTE teacher but holds endorsements in a different subject area. When submitting data to ISEE, the school discovered he did not hold the proper endorsement for the CTE courses he was hired to teach.

Rise Charter School #562
Applicant Name: Kerena Clifton
Endorsement(s): All Subjects (K-8)
College Training: AA
Declared Emergency Date: 3/14/2022
Hire/Assignment Date: 2/18/2022
Summary of Recruitment Efforts: Attended a career fair at Utah State Unversity in Logan. Met with10 candidates total. None were qualified to teach this position.

Applicant Name: Noah Stewart
Endorsement(s): Spanish (6-12)
College Training: 55
Declared Emergency Date: 2/14/2022

Hire/Assignment Date: 1/12/2022
Summary of Recruitment Efforts: Notice to hire was posted on the school website and social media sites. One application was received.

Idaho Arts Charter #795
Applicant Name: Jessica VandeerVeen
Endorsement(s): All Subjects (K-8)
College Training: AA
Declared Emergency Date: 12/13/2021
Hire/Assignment Date: 11/29/2021
Summary of Recruitment Efforts: Placed a job opening adverstisement on Indeed. The certified teacher that held the postion quit on November 19th. Ms. VaneerVeen has worked as a full time sub/classified aide at the school for four years.

Pupil Service Staff Certificate-Speech Language Pathologist

Coeur d'Alene School District
Applicant Name: Olivia Knutson
Endorsement(s): Speech Language Pathologist (SLP)
College Training: BA-MA in progress for SLP
Declared Emergency Date: 2/7/2022
Hire/Assignment Date: 1/10/2022
Summary of Recruitment Efforts: The position was adverstised on the website, Monster.com, social media. School is trying to fill an unexpected vacancy for SLP. The candidate andidate will complete the SLP program in May 2022.

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 Idaho Code §33-1201 and funding could be impacted.

BOARD 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 emergency provisional certification for the individual. The individual that the school district is requesting emergency certification for may have been in the classroom as a long-term substitute for the entire school term. Salary based apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for noncertificated/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 provisional certificates to come to the Board to incentivize school districts and charter schools to request emergency provisional certification earlier in the school year rather than waiting until the end of the school year. The approved process 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 a local education agency loses a staff member after the January Professional Standards Commission (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 no later than January of each year to make it through the Commission/Department process. Due to the length of time it was taking to process the requests when Commission recommendations were included in the process, the Board amended the process again at the August 2021 Regular Board meeting limiting the recommendation process to recommendations from Department certification staff or Division of Career Technical Education staff as applicable to the type of certification. The Department staff have forwarded those applications they recommend for approval for Board consideration. Emergency Provisional Certificates and Endorsements may be issued to an uncertified person with the minimum amount of training or may be issued to individuals with an existing certificate and endorsement outside of the area they have been hired to teach in. In the case of someone hired outside of the subject area they are endorsed to teach in, the Emergency Provision Certificate/Endorsement is for the endorsement area.

BOARD ACTIONS

I move to approve the request by the State Department of Education for one-year emergency provisional certificates in the endorsement area(s) at the specified school districts or charter school as provided herein for the 2021-2022 school year for the following individuals: Tayler Caldwell, Adrian Shaw, Joshua Johnson, Terrell Moffett, Melissa Ketola, Crystal Arizpe, Angela Nelson, Tarin Dawson, Dawn McClung, Sandra Matthews, Stephanie Elias-Fernandez, Megan

Overgaard, Stephanie Bates, Brandon McGurkin, Jarret Ellsworth, Kerena Clifton, Noah Stewart, Jessica VandeerVeen.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by State Department of Education for one-year emergency provisional certificates with the Speech Language Pathologist endorsement for Olivia Knutson area in the Coeur d'Alene School District for the 2021-2022 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Professional Standards Commission – Committee Appointments

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Seven (7) positions on the PSC are open for a three (3)-year appointment, effective July 1, 2022: one (1) position representing public higher education/teacher education, one (1) position representing colleges of letters and sciences (1), one (1) position representing secondary principals, one (1) position representing pupil personnel services, one (1) position representing teachers of exceptional children, and two (2) positions representing certificated classroom teachers. Nominations were sought from the Idaho Association of Colleges for Teacher Education (IACTE), Idaho Education Association (IEA), Northwest Professional Educators (NWPE), Idaho Indian Education Committee (IIEC), and Idaho Association of Secondary School Principals (IASSP). Nominations from IACTE, IASSP, IEA, IIEC, and NWPE were submitted for consideration, and careful consideration was given to ensure regional representation. No nominees were submitted for the one (1) position representing pupil personnel services; recruitment efforts will continue for the pupil personnel services position.

In addition, a partial term position for the school superintendent representative is open for appointment due to a resignation. The position is currently vacant and runs through June 30, 2023. The Idaho School Superintendents' Association has submitted three (3) nominees to fill this position through the end of the term.

IMPACT

Board action allows for appointment/reappointment of members to the Professional Standards Commission, ensuring seats on the Commission are filled for the 2022-2023 fiscal year.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Taylor Raney, IACTE
Attachment 3 – Tonia Dousay, IACTE
Attachment 4 – Aleksandra Hollingshead, IACTE
Attachment 5 – Vanessa Anthony Stevens, IIEC
Attachment 6 – Jamee Nixon, IACTE
Attachment 7 – Jerry Harris, IACTE
Attachment 8 – Jennifer Chase, IACTE
Attachment 9 – Amy McBride, IASSP
Attachment 10 – Justin White, IASSP
Attachment 11 – Brian Jadwin, IASSP
Attachment 12 – Mary Lynn Spiker, NWPE
Attachment 13 – Marianne Sletteland, IEA
Attachment 14 – Cassandra Horner, IEA
Attachment 15 – DJ Eberlin, IEA
Attachment 16 – Jennifer Jacobsen, IEA
Attachment 17 – John Crawford, IEA
Attachment 18 – Eric McDowell, IEA
Attachment 19 – Stacey Jensen, IEA
Attachment 20 – Stephan Lynch, IEA
Attachment 21 – Lindsey McKinney, IEA
Attachment 22 – David Sotutu, ISSA
Attachment 23 – Lance Harrison, ISSA
Attachment 24 – Michael Jacobson, ISSA

BOARD STAFF COMMENTS AND RECOMMENDATIONS

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

position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

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

At the June 2016 Regular Board meeting, the Board requested the SDE amend its practices when requesting nominations to the PSC. The new practice would be for SDE to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process an opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have an opportunity to serve on the PSC. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the PSC.

BOARD ACTION

I move to reappoint Dr. Jamee Nixon of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing colleges of letters and sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Marianne Sletteland of Moscow School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing teachers of exceptional children.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Dr. Vanessa Anthony-Stevens of University of Idaho to the Professional Standards Commission for a three-year term beginning July 1, 2022,

and ending June 30, 2025, representing public higher education/teacher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Amy McBride of Twin Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing secondary principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Donald Eberlin Jr. of Boise School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Stacey Jensen of Pocatello School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Lance Harrison of Preston School District to the Professional Standards Commission effective immediately, through June 30, 2023, representing school superintendents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2021-2022 Member Roster

Chair, Kathy Davis
Classroom Teacher
St. Maries Joint School District #041
Term 7/1/19 – 6/30/22

Tate Castleton, Elementary Principal
Homedale Joint School District #370
Term 7/1/21 – 6/30/24

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/21 – 6/30/24

Angela Gillman, Classroom Teacher
Idaho Falls School District #091
Term 7/1/21 – 6/30/24

Mark Gorton, Classroom Teacher
Lakeland Joint School District #272
Term 7/1/19 – 6/30/22

Mark Haynal, Public Teacher Education
Lewis-Clark State College
Term 7/1/19 – 6/30/22

Katie Horner, Classroom Teacher
Murtaugh School District #418
Term 7/1/21 – 6/30/24

Paula Kellerer, School Superintendent
Nampa School District #131
Term 7/1/20 – 6/30/23

Ramona Lee, Special Education Administrator
West Ada School District #002
Term 7/1/20 – 6/30/23

Vice Chair, Steve Copmann
Secondary Principal
Cassia County School District #151
Term 7/1/19 – 6/30/22

Peter McPherson, Chief Deputy Superintendent
State Department of Education
Term 7/1/21 – 6/30/24

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term (Partial) 7/1/20 – 6/30/22

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/21 – 6/30/24

Lori Sanchez, Private Teacher Education
Northwest Nazarene University
Term 7/1/21 – 6/30/24

Marianne Sletteland, Exceptional Child Teacher
Moscow School District #281
Term 7/1/19 – 6/30/22

Mike Wilkinson, Pupil Service Staff
Twin Falls School District #411
Term 7/1/19 – 6/30/22

Emma Wood, Public Teacher Education
Idaho State University
Term 7/1/20 – 6/30/23

Chanel Harming, Classroom Teacher
Classroom Teacher
Term (Partial) 10/20/21-6/30/23

CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney **DATE:** July 20, 2021

RANK OR TITLE: Director of Teacher Education, Associate Department Chair, Associate Professor of Curriculum and Instruction

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:
Education Building 507
Mail Stop 3080

OFFICE PHONE: (208) 885-1027
FAX: (208) 885-6761
EMAIL: tcraney@uidaho.edu
WEB: www.uidaho.edu/ed/ci/taylorraney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:
Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S. (2013) Northwest Nazarene University, Educational Administration
M.Ed. (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:
Idaho Standard Secondary Credential: English 6/12, French K/12, Humanities 6/12, Psychology 6/12
Idaho Standard Administrator: School Principal Pre-K/12, Superintendent

EXPERIENCE:

Teaching Appointments:
2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:
2018-Present Associate Chair, Department of Curriculum and Instruction, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015-Present Director of Teacher Education, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015-2020 Elementary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015-2020 Secondary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2020-present Core Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID

2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID
2008-2013 Elementary School Principal, Caldwell School District, Caldwell

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:
Curriculum and Instruction
Educational Leadership

Courses Taught:
ED 250, College of Education, Health and Human Sciences Ambassadors: Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
ED 602, Literature Review, Fall 2021
EDCI 201, Contexts of Education: Fall 2017, Fall 2018
EDCI 301, Learning, Development, and Assessment: Fall 2015, Fall 2016
EDCI 401, Internship Seminar: Fall 2019 (f2f sec. 01, online sec. 02, and virtual sec. 03), Fall 2020, Fall 2021
EDCI 402, Practicum: Elementary Methods, Fall 2021
EDCI 404, Special Topics, World Languages Teaching Methods, Spring 2021
EDCI 408, Integrated Methods Practicum 1: Fall 2020, Spring 2021, Fall 2021
EDCI 409, Integrated Methods Practicum II: Spring 2019
EDCI 437, Secondary Foreign Language Methods: Fall 2019
EDCI 447, Secondary Foreign Language Methods Practicum: Fall 2019
EDCI 499, DS Secondary Foreign Language Methods, Fall 2021
EDCI 501, Internship Seminar: Fall 2019 (online)
EDCI 598, Intern: Secondary Teaching, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021
EDCI 599, Non-thesis Master's Research: Spring 2018, Summer 2018, Spring 2021
EDCI 600, Doctoral Research and Dissertation: Summer 2021
EDAD 534, The Principalship: Summer 2016
EDAD 595, Administration and Supervision of Personnel: Summer 2016, Summer 2017, Summer 2020, Summer 2021
ISEM 301, Alcohol and Drug Prevention: Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2019

SCHOLARSHIP ACCOMPLISHMENTS:

Refereed/Adjudicated

Scholarship of Application

Raney, T., Dousay, T., Jensen, J. (2021). University of Idaho CAEP Rejoinder. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Jensen, J. (2020, October). University of Idaho State Accreditation Report. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Jensen, J. Hollingshead, A. (2020, April). University of Idaho CAEP Self-Study Report Addendum. University of Idaho. Moscow, ID.

Raney, T., Dousay, T., Campbell, D., Jensen, J. Carr-Chellman, A., Hollingshead, A. (2019, July). University of Idaho CAEP Self-Study Report. University of Idaho. Moscow, ID.

Scholarship in Discovery

Scheef, A. R., Hollingshead, A., **Raney, T.**, Malone, K., Goebel, E., & Hayes, J. (In Review). School personnel perceptions of video conference IEP meetings. *Journal of Special Education Technology.*

Carr, A.A., **Raney, T.**, Campbell, D. (2020, November). Gem state inequalities: Examining the recent history of Idaho public school funding through Kozol's Lens. *Journal of Education Finance.*

Carr, A.A., **Raney, T.**, Campbell, D. (2019, September). Rural funding inequities: The case of Idaho's public schools. *Kappan Online.* (LINK)

Technical/Professional Reports:

Raney, T. (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative. Boise, ID.

Raney, T. (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.

Raney, T. (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee. University of Idaho

Raney, T. (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.

Raney, T. (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.

Raney, T., Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference. Boise, ID.

Raney, T. (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.

Raney, T. (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Accepted Refereed Presentations at International, National, Regional, State, and Local Conferences:

Dousay, T., Darragh, J., **Raney, T.** (2021, June) Ready Preservice Teacher One: Creative solutions to virtual practicum experiences. P20 Conference: Learning by Doing, Twin Falls, ID.

Darragh, J., **Raney, T.** (2020, April). Text-a-Teacher: Exploring Virtual Mentoring with First-Year Teachers. American Educational Research Association Annual Conference, San Francisco, CA. (Conference canceled)

Raney, T. (2019, March). Active Learning in Static Classrooms. Active Learning Symposium. Center for Excellence in Teaching and Learning, Moscow, ID.

Rickey, D., **Raney, T.**, Pietryka, D., & DeGuire, D. (2019, January). Program Accreditation and Micro-Credentialing: Guided Discussions. Ted Andrews Winter Symposium, National Association of State Directors of Teacher Education and Certification, San Diego, CA.

Raney, T., Sanchez, L., Lord, J., Neill, M., Snow, J., & Colon, L. (2018, June). The power of collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification Conference, Minneapolis, MN.

Raney, T., Snow, J., Sanchez, L., Kellerer, P., & VanMullem, H. (2017, February). EPP collaboration for continuous improvement across programs. American Association of Colleges of Teacher Education Annual Conference, Tampa, FL.

Raney, T. (2017, November). Idaho core standards and preparing teachers for a diverse world. University of Idaho Tribal Summit; Education: University and Tribal Partnerships, Moscow, ID.

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention, Coeur d'Alene, ID.

Raney, T., Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference, Boise, ID.

Raney, T. (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.

Raney, T. & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators Summer Leadership Conference in Boise, ID.

Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,

Kennedy, T., **Raney, T.**, & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

Panels

Panel Moderator. (June 2021). Idaho Indian Education Summit, University of Idaho, Moscow, ID

Grants Awarded

Additional Investigator, *Vandal Experience Conference for High School Counselors*. (Principal Investigator: Erick Larson) Funded by the University of Idaho Vandal Ideas Project. 2021. $15,000.

Senior Personnel. *Indigenous Knowledge for Effective Education Program (IKEEP)*. (Principal Investigator: V. Anthony-Stevens). Funded by the U.S. Department of Education. 2018-2023. Award Notification # S299B180040. $998,704.

Principal Investigator. *Network for Transforming Educator Preparation*. Funded by the Council of Chief State School Officers. 2013-2015. $240,000.

SERVICE:

Committee Assignments:

University Level, Campus-wide

Chair, Teacher Education Coordinating Committee, 2015-present
Member, University Curriculum Committee, 2016-2019
Chair, University Curriculum Committee, AY 2018-19
Stand-in Member (for colleague sabbatical), University Curriculum Committee, Spring 2022
Member, Academic Strategic Steering Committee, 2018-present
Administrator Alternate, Dismissal Hearings Committee, 2018-2021
Faculty, Dismissal Hearings Committee, 2021-present
General Education Steering Committee, 2020-present
Member, President's Council on Diversity and Inclusion, 2020-present

College Level, Education, Health and Human Sciences

Member, Leadership Team, 2015-present
Member, Search Committee, Dean, 2015-16
Chair, Search Committee, Director of Student Services, 2015-16
Chair, Teacher Education Academic Appeals Committee, 2015-present
Co-Chair, ad hoc faculty promotion bylaw committee, 2017
Member, College Coordinating Committee, 2015-present
Member, Promotion and Tenure Committee, 2018-2019
Member, Teacher Career Fair Steering Committee, 2015-present
Member, Search Committee, Student Services Support Staff, 2018
Member, Search Committee, Student Services Coordinator, AY 2018-19
Member, Clinical Faculty Promotion Committee, AY 2018-20
Member, Search Committee, Student Services Coordinator, Fall 2021
Member, Search Committee, Administrative Assistant, AY 2021-22
Chair, Search Committee, Assessment and Accreditation Coordinator, Fall 2021

Departmental Level
Agriculture and Extension Education (College of Agriculture and Life Sciences)
Member, Search Committee, Tenure Track Early Childhood Faculty, AY 2018-19
Member, Third Year Review Committee, Faculty Member, Agriculture Education, Spring 2019

Art & Design (College of Art and Architecture)
Member, Search Committee, Clinical Faculty Member, Art Education, AY 2018-19
Member, Third Year Review Committee, Clinical Faculty Member, Art Education, Spring 2022

Curriculum and Instruction (College of Education, Health and Human Sciences)
Member, Third Year Review Committee, Clinical Faculty Member, Spring 2016
Member, Search Committee, Tenure Track Special Education Faculty, 2016
Chair, Core and Elementary/Secondary Program Revision ad hoc Committee, 2015-2017
Member, IKEEP Advisory Board, 2016-present
Member, (Specific Faculty Member) Promotion Committee, Fall 2018
Member, Search Committee, Clinical Faculty Member, Elementary Teacher Education, 2020
Member, Search Committee, Tenure Track Faculty Member, Literacy Teacher Education, Spring 2021

Leadership and Counseling (College of Education, Health and Human Sciences)
Member, Search Committee, Clinical Faculty Member, Educational Leadership, Spring 2021

Lionel Hampton School of Music (College of Letters, Arts, and Social Sciences)
Ex Officio Member, Educational Leadership Accreditation Committee, Summer 2019-present
Member, (Specific Faculty Member) Clinical Faculty Third Year Review Committee, Fall 2019

Movement Sciences (College of Education, Health and Human Sciences)
Member, (Specific Faculty Member) Clinical Faculty Promotion Committee, Fall 2019
Member, Search Committee, Tenure Track Faculty Member, Physical Education, Spring 2021

Professional and Scholarly Organizations:
National Association of State Directors of Teacher Education and Certification, 2013-2018
Idaho Association of School Administrators, 2008-2019
Idaho School Superintendents' Association, 2013-2019
Phi Delta Kappa International, 2019-present

Intramural Service:
Faculty Advisor, Student National Education Association, 2020-present
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
Faculty Advisor, Pi Kappa Alpha fraternity, University of Idaho, 2019-present
Faculty Advisor, Men's Lacrosse Club, University of Idaho, 2020-present

Outreach Service:
Council for the Accreditation of Educator Preparation Reviewer, 2016-present
National Association of State Directors of Teacher Education and Certification Professional Development Committee, 2016 – 2019
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Coalition for Educator Preparation, 2013-present
Chair, 2016-2018

Idaho Association of Colleges of Teacher Education, 2013-present
-President, Fall 2020-present
Regions I and II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-present
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Idaho Professional Standards Commission, Higher Education Representative, 2016-2019
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-2017
Elementary Standards Review, Professional Standards Commission, January 2015
Core Standards Review, Professional Standards Commission, November 2016
CAEP Accreditation Team, Midwestern State University, 2017 – 2018
Member, Search Committee, Moscow School District, Moscow Middle School Principal, Spring 2017
Equitable Access to Excellent Educators, Idaho State Department of Education, 2019-present
Member, Curriculum Selection Committee, Idaho State Department of Education, 2018-present
Member, State Accreditation Review Team, Teach for America, Idaho, Fall 2019
Teaching, Learning, and Assessment Committee, Moscow School District, Idaho, Summer 2020-present
CAEP Accreditation Team, University of Portland, 2019 – 2020
CAEP Accreditation Team, Universidad Ana Ge Mendez-Recinto de Carolina, Puerto Rico, 2021
Idaho Indian Education Committee, 2021-present

Graduate Committees:
Northwest Nazarene University – Doctor of Philosophy
Harris, Dana
Hicks, Serena
Keller, Sheree
McMillan, Kendra
McPherson, Peter
O'Day, Mollee
Ziegler, Scott

University of Idaho – Doctor of Philososphy
Natividad de Conley, Gloria (chair)

Community Service:
Board of Directors: Family Advocates of Idaho, 2013-2015
Editorial Board: Idaho Press Tribune, 2012
Historical Preservation Commission of Moscow, 2016-2017

Honors, Awards, Recognitions:
Alumni Award for Excellence Inspirational Mentor, University of Idaho, 2020
Accomplished Under 40, Idaho Business Review, 2014

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:
Guest lecturer: MUST 382: "Music Teaching and Administration." Moscow, ID, 30 January 2020.
Guest lecturer: EDCI 401: "Internship Seminar" each semester 2017-present

PROFESSIONAL DEVELOPMENT:

Scholarship:
2018, April: *American Educational Research Association*, New York, NY.
2018, March: *American Association of Colleges of Teacher Education Conference*, Baltimore, MD.

2015, October. *Northern Rocky Mountain Educational Research Association Conference.* Boise, ID.

Advising:
2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:
2019, March: *Council for the Accreditation of Educator Preparation Spring Conference,* Denver, CO.
2019, January: *National Association of State Directors of Teacher Education and Certification Winter Symposium,* San Diego, CA.
2018, July: *American Council on Education Leadership Academy*, Alexandria, VA.
2018, January: *Ted Andrews NASDTEC Winter Symposium,* San Diego, CA.
2017, September: *Council for the Accreditation of Educator Preparation Fall Conf.*, Washington, D.C.
2017, June: *Annual Convention: National Association of State Directors of Teacher Education and Certification.* New Orleans, LA.
2017, March: *American Association of Colleges of Teacher Education Conference*, Tampa, FL.
2017, January: *Ted Andrews NASDTEC Winter Symposium,* San Diego, CA.
2016, October: *Council for the Accreditation of Educator Preparation Fall Conference*, Washington, D.C.
2016, June: *Annual Convention*, *National Association of State Directors of Teacher Education and Certification.* Philadelphia, PA.
2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.
2015, June: *Annual Convention*, *National Association of State Directors of Teacher Education and Certification.* Atlanta, GA.
2015, May: *State Consortium on Educator Effectiveness.* Atlanta, GA.
2015, April: *Network for Transforming Educator Preparation.* Durham, NC.
2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.
2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.
2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.
2014, April: *Developing Student Learning Objectives Summit,* National Education Association. Minneapolis, MN.
2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.

CURRICULUM VITAE

University of Idaho

NAME: Tonia A. Dousay **DATE:** 01.10.2022

RANK OR TITLE: Associate Professor; Associate Dean

DEPARTMENT: Curriculum & Instruction; College of Education, Health & Human Sciences

OFFICE LOCATION AND CAMPUS ZIP: ED 505, MS 3080 **OFFICE PHONE:** 208.885.5724

EMAIL: tonia@uidaho.edu

WEB: http://learninginterest.com/

DATE OF FIRST EMPLOYMENT AT UI: August 2017

DATE OF TENURE: August 2019

DATE OF PRESENT RANK OR TITLE: August 2019; March 2020

EDUCATION BEYOND HIGH SCHOOL

Degrees

Ph.D., 2013, Learning, Design, & Technology, University of Georgia, Athens, GA

M.S., 2000, Agricultural Education, Texas A&M University, College Station, TX

B.S., 1999, Agricultural Science, Texas A&M University, College Station, TX

Certificates and Licenses

Google Certified Educator Level 1, Level 2; 2021

Google for Education Certified Trainer; 2018

Google Certified Trainer Skills; 2017

Apple Teacher; 2017

Google for Education Certified Innovator; 2014

Texas Educator Certificate, Vocational Agriculture Production (Grades 6-12); 1999

EXPERIENCE

Teaching, Extension and Research Appointments:

Associate Professor of Learning Sciences; University of Idaho; Department of Curriculum & Instruction; Moscow, ID: 2019 – Present

Assistant Professor of Learning Sciences; University of Idaho; Department of Curriculum & Instruction; Moscow, ID: 2017 – 2019

Adjunct Instructor; Abilene Christian University; School of Educational Leadership; Dallas, TX; Summer 2017, 2018, 2020

Assistant Professor of Learning, Design, & Technology; University of Wyoming; School of Counseling, Leadership, Advocacy, and Design; Laramie, WY: 2013 – 2017

Adjunct Instructor; James Madison University; Learning, Technology & Leadership Education Department; Harrisonburg, VA: 2012 – 2013

Instructor; Blinn College; Applied Business Program; Bryan, TX: 2009 – 2009

Academic Administrative Appointments:

Associate Dean of Assessment and Accreditation, University of Idaho College of Education, Health & Human Sciences; Moscow, ID 2020 – Present

Non-Academic Employment including Armed Forces

eLearning Manager, Texas A&M Engineering Extension Service; College Station, TX: 2006 – 2009

Instructional Design Specialist, Texas A&M Engineering Extension Service; Engineering, Utilities, & Public Works Training Institute; College Station, TX: 2001 – 2006

Consulting

Instructional Design Consultant, MoWerks Learning; Athens, GA: 2010 – 2013

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Learning Sciences; Learning, Instructional Design & Technology; STEM/STEAM Education; Curriculum and Instruction

Courses Taught

University of Idaho

EDCI 201	Contexts of Learning (Spring 2018, Spring 2020), *F2F; ERT*[1]
EDCI 301	Learning, Development, & Assessment (Summer 2018, Summer 2019, Summer 2020, Summer 2021), *Online*
EDCI 329	Elementary Science Methods (Spring 2020), *F2F; ERT*[1]
EDCI 433	Secondary Science Methods (Fall 2017, Fall 2018, Fall 2020, Fall 2021), *Hybrid/Hyflex*
EDCI 443	Secondary Science Methods Practicum (Fall 2018, Fall 2019, Fall 2020, Fall 2021), *Hybrid*
EDCI 404/504	Special Topics: Curriculum Development for Diverse Learners (Spring 2019), *Online*
EDCI 404	Special Topics: Google Bootcamp (Summer 2020), *Online*
EDCI 404	Special Topics: Science Education Methods (Fall 2019), *Hybrid*
EDCI 499	Directed Study: Social Studies Education & Educational Technology (Spring 2020), *1 credit*
EDCI 499	Directed Study: Emerging & Advanced Educational Technology (Spring 2021), *1 credit*
EDCI 499	Directed Study: Learner Experience & Designing Learning Games (Spring 2022), *3 credits*
EDCI 502	Directed Study: Eat Your Science (Spring 2022), *2 credits*
EDCI 505	Professional Development: Transitioning to Google Workspace Edu for Administrators (Fall 2021), *3 credits*
EDCI 590	Computer Science Methods (Summer 2019), *Hybrid*
EDCI 591	Computer Science Practicum (Summer 2019), *Hybrid*
ED 573	Action Research (Spring 2018, Spring 2019), *Hybrid*
ED 595	Survey Design for Social Science Research (Summer 2021), *Online*
ED 604	Special Topics: Doctoral Seminar (Spring 2021), *Hybrid*
ED 614	EHHS Doctoral Seminar (Spring 2022), *Hybrid*

[1] ERT – Emergency Remote Teaching

Abilene Christian University

EDUO 678 Instructional Design and Technology (Summer 2017, Summer 2018, Summer 2020), *Online*

University of Wyoming

ITEC 1101 First Year Seminar: Making, Hacking, & Tinkering: Creating in the Modern World (Fall 2016), *F2F*

ITEC 1101 First Year Seminar: Taking Control of Your Digital Image (Summer 2016, Summer 2017), *Online*

ITEC 2360 Teaching with Technology (Fall 2013-Spring 2017), *F2F*

ITEC 4340 Integrating Technology in Teaching (Summer 2013, Summer 2016), *Online*

ITEC 5120 Media Workshop in Digital Imaging (Summer 2015), *Online*

ITEC 5120 Media Workshop in P12 Grant Writing (Summer 2014), *Online*

ITEC 5160 Introduction to Instructional Design (Fall 2013), *Online*

ITEC 5320 Message Design (Spring 2015, Spring 2016, Spring 2017), *Online*

ITEC 5350 Multimedia Development (Spring 2014, Spring 2015, Spring 2016, Spring 2017), *Online*

ITEC 5870 Seminar on Message Design (Spring 2014), *Online*

PRST 5610 Introduction to Doctoral Studies (Fall 2015, Fall 2016), *Hybrid*

James Madison University

LTLE 150 Information in Contemporary Society (Spring 2013), *Online*

LTLE 370 Instructional Technology (Fall 2012, Spring 2013), *Online*

University of Georgia

EDIT 9990 Information Design (Spring 2012; Co-Instructor), *Hybrid*

EDIT 7550 Managing Instructional Technology Projects (Summer 2012; Co-Instructor), *Online*

EDIT 2000 Introduction to Computers for Teachers (Spring 2011), *F2F*

Blinn College

BMGT 2305 Business Communications (Spring 2009), *F2F*

Students Advised

Undergraduate Students

2021-2022 – 11 students
2020-2021 – 8 students
2019-2020 – 13 students
2018-2019 – 14 students
2017-2018 – 1 student
2016-2017 – 17 students
2015-2016 – 26 students

2014-2015 – 17 students
2013-2014 – 8 students

Graduate Students

Advised to completion of *master's* degree-major professor:

[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, TBD
[redacted], MAT Secondary Education, TBD
[redacted], MEd Curriculum & Instruction, University of Idaho, 2021
[redacted], MEd Curriculum & Instruction, University of Idaho, 2021
[redacted], MEd Curriculum & Instruction, University of Idaho, 2020
[redacted], MEd Curriculum & Instruction, University of Idaho, 2020
[redacted], MEd Curriculum & Instruction, University of Idaho, 2020
[redacted], MEd Curriculum & Instruction, University of Idaho, 2020
[redacted], MS Natural Sciences, University of Wyoming, 2017
[redacted], MS Instructional Technology, University of Wyoming, 2017
[redacted], MS Instructional Technology, University of Wyoming, 2017
[redacted], MS Instructional Technology, University of Wyoming, 2017
[redacted], MS Instructional Technology, University of Wyoming, 2016
[redacted], MS Instructional Technology, University of Wyoming, 2016
[redacted], MS Instructional Technology, University of Wyoming, 2016
[redacted], MS Instructional Technology, University of Wyoming, 2014[2]
[redacted], MS Adult Education, University of Wyoming, 2014
[redacted], MS Instructional Technology, University of Wyoming, 2014[2]
[redacted], MS Instructional Technology, University of Wyoming, 2014

Advised to completion of *specialist* degree-major professor:

[redacted], EdS, Education, University of Idaho, 2021

Advised to completion of *doctoral* degree-major professor:

[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, TBD

[2] Submitted for publication with student

[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, TBD
[redacted], PhD, Education, University of Idaho, 2018
[redacted], PhD Learning, Design, & Technology, University of Wyoming, 2018 (Co-chair)
[redacted], PhD Instructional Technology, University of Wyoming, 2014[2] (Co-chair)

Served on *master's* graduate committee:

[redacted], MS Agricultural Education, University of Idaho, TBD
[redacted], MS Agricultural Education, University of Idaho, 2021
[redacted], MS Integrated Architecture and Design, University of Idaho, 2020
[redacted], MEd Curriculum & Instruction, University of Idaho, 2020
[redacted], MEd Curriculum & Instruction, University of Idaho, 2019
[redacted], MA Curriculum & Instruction, University of Wyoming, 2017
[redacted], MS Adult Education, University of Wyoming, 2017
[redacted], MS Adult Education, University of Wyoming, 2017
[redacted], MA Communication, University of Wyoming, 2017
[redacted], MS Adult Education, University of Wyoming, 2017
[redacted], MS Adult Education, University of Wyoming, 2017
[redacted], MS Adult Education, University of Wyoming, 2015
[redacted], MS Adult Education, University of Wyoming, 2015
[redacted], MS Adult Education, University of Wyoming, 2015
[redacted], MA Curriculum & Instruction, University of Wyoming, 2015
[redacted], MA Curriculum & Instruction, University of Wyoming, 2015
[redacted], MS Natural Sciences, University of Wyoming, 2015
[redacted], MS Instructional Technology, University of Wyoming, 2014
[redacted], MS Instructional Technology, University of Wyoming, 2014
[redacted], MS Instructional Technology, University of Wyoming, 2014

Served on *doctoral* graduate committee:

[redacted], PhD Computer Science, University of Idaho, TBD
[redacted], PhD Education, University of Idaho, TBD
[redacted], EdD Education, University of Idaho, TBD
[redacted], PhD Education, University of Idaho, TBD

[redacted], PhD Education, University of Idaho, TBD

[redacted], PhD Education, University of Idaho, TBD

[redacted], PhD Education, University of Idaho, TBD

[redacted], PhD Education, University of Idaho, TBD

[redacted], PhD Education, University of Idaho, 2021

[redacted], PhD Education, University of Idaho, 2021

[redacted], EdD Educational Technology Leadership, Morehead State University, 2020[3]

[redacted], PhD Curriculum & Instruction, University of Wyoming, 2019[3]

[redacted], EdD Literacy, Sam Houston State University, 2019[3]

[redacted], PhD Curriculum & Instruction, University of Idaho, 2019

[redacted], EdD Learning, Design, & Technology, University of Wyoming, 2017[3]

[redacted], EdD Adult Education, University of Wyoming, 2017

Materials Developed

Dousay, T. A. (2020). *Overview of G Suite for Education*. OER Teacher Professional Development. https://docs.google.com/document/d/1mmESUTn52BpqgPoCtu7xZStkvBImkWdumSOXMnWCPj4/edit?usp=sharing

Dousay, T. A. (2020). *Paperless classrooms*. OER Teacher Professional Development. https://docs.google.com/document/d/1qoJquOwzg31PZIkR_3C485iZ7LmcZd4iK1ADHvhZ1QI/edit?usp=sharing

Dousay, T. A. (2020). *Bringing learning online*. OER Teacher Professional Development. https://docs.google.com/document/d/1FZWjv962kI6KnIFk4Cf0P_IRuB1UMBo8sbQ-mwSJryc/edit?usp=sharing

Dousay, T. A. (2020). *Creating a distance learning plan*. OER Teacher Professional Development. https://drive.google.com/open?id=19tZoqwGcYCr19dNC4erV16teByzVaWR5QJjGN8ZEQL4

Dousay, T. A. (2020). *Designing a digital breakout activity*. OER Teacher Professional Development. https://drive.google.com/open?id=1IzepJoS8uVYWynhBnr2HGtt87hH8wvb33ydLUwBA2Zg

Dousay, T. A. (2020). *Designing a digital lesson with video & a digital whiteboard*. OER Teacher Professional Development. https://drive.google.com/open?id=15qvAGBeQrwm97hjrKF5qPKN2GvjLKuZJLLisAFomrXI

Dousay, T. A. (2020). *Structuring synchronous activities*. OER Teacher Professional Development. https://drive.google.com/open?id=1a3bNxo6ryCtmtd3EaTlIRwsadWngT7wK7CYzALieMig

Dousay, T. A. (2020). *UDL & distance learning*. OER Teacher Professional Development. https://drive.google.com/open?id=1SWZXD_jQzZACHPhfwiky-iwmy5HLo9MP33M_HAHf6IU

Dousay, T. A. (2016). *Using Camtasia and segmented videos to foster student autonomy and engagement in an online course*. YouTube Tutorials. https://www.youtube.com/watch?v=rGUAhxpMa8A

Dousay, T. A. (2016). *Fun with PiZap*. YouTube Tutorials. https://www.youtube.com/watch?v=VyfN8VW8kLE

Dousay, T. A. (2015). *Using Tweetdeck to follow & participate in an #edchat*. YouTube Tutorials. https://www.youtube.com/watch?v=3C1fCRikRmk

[3] Invited external committee member for field expertise

Dousay, T. A. (2014). *How to use University Libraries to find peer-reviewed journal articles*. YouTube Tutorials. https://www.youtube.com/watch?v=WIcs4uZDCs8

Dousay, T. A. (2013). *Turning photo & video grid on and off in iOS7*. YouTube Tutorials. https://www.youtube.com/watch?v=pbSd1GD6yxY

Dousay, T. A. (2012). *Configuring JMU Educ in Dreamweaver CS6*. YouTube Tutorials. https://www.youtube.com/watch?v=zMvtxYZ5OgA

Dousay, T. A. (2012). *Creating a composite in Photoshop CS6*. YouTube Tutorials. https://www.youtube.com/watch?v=AXfq3ya0Wgg

Dousay, T. A. (2012). *Creating a root folder structure*. YouTube Tutorials. https://www.youtube.com/watch?v=MKQOD8DI0fA

Dousay, T. A. (2012). *Laying out a website in Photoshop CS6*. YouTube Tutorials. https://www.youtube.com/watch?v=fpXwfcydOYE

Dousay, T. A. (2012). *Postcards from college*. Collaborative Examples. https://www.youtube.com/watch?v=q2IzoJksQgQ

Dousay, T. A. (2012). *Publishing and uploading video projects*. YouTube Tutorials. https://www.youtube.com/watch?v=N05PuBiTguo

Dousay, T. A. (2012). *Setting Photoshop CS6 preferences*. YouTube Tutorials. https://www.youtube.com/watch?v=zN4_maNK-1I

Dousay, T. A. (2012). *Slicing an image in Photoshop CS6*. YouTube Tutorials. https://www.youtube.com/watch?v=2AOOhnVWhuM

Dousay, T. A. (2012). *Using Dreamweaver CS6 to edit a sliced file*. YouTube Tutorials. https://www.youtube.com/watch?v=Bvl-YJxFSF4

Courses Developed

University of Idaho

ED 573	Action Research
ED 595	Survey Design for Social Science Research
ED 614	Doctoral Seminar[4]
EDCI 433	Secondary Science Methods
EDCI 404/504	ST: Curriculum Development for Diverse Learners
EDCI 404	ST: Google Bootcamp
EDCI 404	ST: Science Education Methods
EDCI 499	DS: Educational Technology Product Evaluation
EDCI 499	DS: Social Studies Education and Technology Integration
EDCI 499	DS: Social Studies Education & Educational Technology
EDCI 499	DS: Emerging & Advanced Educational Technology
EDCI 499	DS: Learner Experience & Designing Learning Games
EDCI 502	DS: Eat Your Science
EDCI 505	PD: Transitioning to Google Workspace Edu for Administrators

[4] Co-designed with Dr. Ann F. Brown

University of Wyoming

ITEC 1101	First Year Seminar: Making, Hacking, & Tinkering: Creating in the Modern World
ITEC 1101	First Year Seminar: Taking Control of Your Digital Image[5]
ITEC 2360	Teaching with Technology
ITEC 4340	Integrating Technology in Teaching
ITEC 5120	Media Workshop in Digital Imaging
ITEC 5120	Media Workshop in P12 Grant Writing
ITEC 5320	Message Design
ITEC 5350	Multimedia Development
PRST 5610	Introduction to Doctoral Studies

James Madison University

LTLE 150	Information in Contemporary Society

Blinn College

BMGT 2305 Business Communications

Non-credit Classes, Workshops, Demonstrations, Seminars, Invited Lectures, etc.

Notes, Plenaries, & Talks

Boada, D., Dousay, T. A., Bikowski, D., Wesley, L., & Olesova, L. (2021, July). *TESOL ELevate Coffee Chat: Instructional design*. TESOL International Association. Virtual

Dousay, T. A. (2020, August). *Managing chaotic orbits: Enhancing your academic workload with proven project management strategies [Plenary]*. National Astronomy Teaching Summit. Long Beach, CA (Conference canceled)

Dousay, T. A. (2018, November). *Fostering a culture of innovation [Keynote]*. Wyoming Innovations in Learning Conference. Evanston, WY

Dousay, T. A. (2018, October). *Curiosity, makerspaces, & innovation [Invited talk]*. Northern Illinois University Graduate Student Colloquium. DeKalb, IL

Dousay, T. A. (2016, November). *Learn something new every day [Capnote]*. Wyoming Extension Professional Improvement Conference (EPIC). Evanston, WY

Dousay, T. A. (2008, October). *eLearning development [Plenary]*. Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) Training Coordinator's Conference. Corpus Christi, TX

[5] Co-designed with Dr. Craig E. Shepherd

K12 Camps/Workshops

Davis, M. A., Dousay, T. A., & Zhu, Y. (2019, January). *Robotics for elementary students [Interactive demonstration]*. 6th Annual STEM Matters! at the Capitol. Boise, ID

Dousay, T. A. (2018, May). *Cardboard pinball wizard (4th grade) [Workshop]*. University of Wyoming Library Innovation Center. Laramie, WY

Dousay, T. A. (2017, June). *Be a bridge architect (6th-8th grade) [Summer camp]*. Knowledge Enrichment for Youth (KEY) Camp. Casper, WY

Dousay, T. A. (2017, June). *Robot visions (6th-8th grade) [Summer camp]*. Knowledge Enrichment for Youth (KEY) Camp. Casper, WY

Dousay, T. A. (2016, June). *Full STEAM Ahead: Painting with programming [Interactive demonstration]*. 2nd Annual National Maker Faire. Washington, DC

Shepherd, C. E., Smith, Shannon, & Dousay, T. A. (2016, May). *Painting with programming [Interactive demonstration]*. Women in STEM Conference. Laramie, WY

Dousay, T. A. (2015, October). *Skulls & [cross]bones with WyoMakers [Interactive demonstration]*. NoCo Mini Maker Faire. Loveland, CO

Dousay, T. A. (2015, June). *A heritage of making comics [Interactive demonstration]*. 1st Annual National Maker Faire. Washington, DC

Dousay, T. A., & Smith, S. (2014, November). *Grant seeking & writing for P12 teachers [Workshop].* Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Teacher Professional Development

Dousay, T. A. (2019, August). *Warming up with add-ons & extensions for Google apps [Public workshop]*. Boundary County School District 101. Bonners Ferry, ID

Dousay, T. A. (2019, August). *Google Classroom bootcamp [Inservice workshop]*. State of Idaho Career & Technical Education REACH Conference. Boise, ID

Dousay, T. A. (2019, August). *Google + OER for workforce education [Public workshop]*. State of Idaho Career & Technical Education REACH Conference. Boise, ID

Dousay, T. A. (2019, August). *Getting started with Google essentials [Public workshop]*. State of Idaho Career & Technical Education REACH Conference. Boise, ID

Dousay, T. A. (2018, December). *Google fundamentals for certification [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Coeur d'Alene, ID

Dousay, T. A. (2018, December). *Google Classroom meets OER [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Coeur d'Alene, ID

Dousay, T. A. (2018, November). *Google fundamentals for certification [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Lewiston, ID

Dousay, T. A. (2018, November). *Google Classroom meets OER [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Lewiston, ID

Dousay, T. A. (2018, October). *Google fundamentals for certification [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Twin Falls, ID

Dousay, T. A. (2018, October). *Google Classroom meets OER [Public workshop]*. Idaho Transforming Teaching & Learning Conference. Twin Falls, ID

Dousay, T. A. (2018, June). *Integrating Sphero for STEAM learning [Workshop strand*. Idaho STEM Action Center i-STEM Summer Institute. Nampa, ID

Dousay, T. A. (2018, February). *Collaborating & curating your way to OER in the classroom [Public workshop]*. UI Doceo Center Open Education Roadshow. Moscow, ID

Dousay, T. A. (2018, February). *Incorporating the use of OER into Google Classroom [Public workshop]*. UI Doceo Center Open Education Roadshow. Moscow, ID

Dousay, T. A. (2018, February). *Collaborating & curating your way to OER in the classroom [Public workshop]*. UI Doceo Center Open Education Roadshow. Moscow, ID

Hall, C. S., & Dousay, T. A. (2018, January). *Implementing artificial intelligence (AI) in the classroom [Inservice workshop]*. Mullan School District #392. Mullan, ID

Hall, C. S., Dousay, T. A., & Shawon, F. (2017, September). *Osmo & augmented reality (AR) to support elementary STEM learning [Inservice workshop]*. Clearwater Valley Elementary School. Kooskia, ID

Dousay, T. A. (2017, May). *A beginner's guide to 3D printing in the classroom [Public workshop]*. Wyoming Technology-Engagement-Curriculum Connection (WyTECC) Annual Conference. Green River, WY

O'Donnell, J., & Dousay, T. A. (2017, May). *Build Your Own PD (BYOPD) [Public workshop]*. Wyoming Technology-Engagement-Curriculum Connection (WyTECC) Annual Conference. Green River, WY

Dousay, T. A. (2016, June). *Go paperless (relatively) painless [Google Playground]*. International Society for Technology in Education 2016 Conference and Expo. Denver, CO

Dousay, T. A. (2016, June). *Creating comics with Google Slides & Drawings [Public workshop]*. EdTechTeam Wyoming Summit Featuring Google for Education. Riverton, WY

Dousay, T. A. (2016, June). *Herding cats with Google Apps [Public workshop]*. EdTechTeam Wyoming Summit Featuring Google for Education. Riverton, WY

Dousay, T. A. (2016, May). *Cardboard arcade: Level up with STEM [Public workshop]*. Wyoming Technology-Engagement-Curriculum Connection (WyTECC) Annual Conference. Green River, WY

Dousay, T. A. (2016, February). *Technology enhanced active learning strategies [Public workshop]*. 1st Annual Wyoming K16 All Sciences Summit. Casper, WY

Dousay, T. A. (2015, October). *From the Avengers to Zod: Unmasking comics and multiliteracies in the classroom [Public workshop]*. University of Wyoming Literacy Education Conference. Laramie, WY

Dousay, T. A., Hamilton, A. J., & Brooks, A. (2015, May). *Brining the maker movement to your classroom [Presentation]*. Google Edu On Air 2015 Conference. https://educationonair.withgoogle.com/live/2015-may/day2/td005

Dousay, T. A., & O'Donnell, J. (2015, May). *Your superhero sidekicks: Google add-ons & extensions [Public workshop]*. Wyoming Technology-Engagement-Curriculum Connection (WyTECC) Annual Conference. Rock Springs, WY

<u>Faculty/Graduate Student Professional Development</u>

Dousay, T. A. (2021, November). *Researching learner motivations with design-based research*. Texas A&M University Department of Agricultural Leadership, Education, and Communications Doctoral Seminar. College Station, TX (Virtual)

Dousay, T. A. (2020, August). *Engagement tools & strategies for the virtual and traditional classroom [Invited workshop]*. Casper College Digital Learning Center. Casper, WY (Event canceled)

Dousay, T. A. (2020, August). *Assessing and evaluating learning outside of the box [Invited workshop]*. Casper College Digital Learning Center. Casper, WY (Event canceled)

Dousay, T. A. (2020, August). *Going the distance: Getting started with and enhancing online teaching practices [Invited workshop]*. National Astronomy Teaching Summit. Long Beach, CA (Conference canceled)

Dousay, T. A. (2019, August). *Online practices and pedagogy [Invited workshop]*. Casper College Digital Learning Center. Casper, WY

Dousay, T. A. (2019, August). *Innovations in education [Invited workshop]*. Casper College Digital Learning Center. Casper, WY

Hall, C. S., & Dousay, T. A. (2019, April). *Artificial intelligence & emerging technology for the 21st century classroom [Invited lecture]*.

Dousay, T. A. (2018, March). *Mistaking disenchantment for truth: How do we measure learner engagement? [Webinar]*. Association of Educational Communications and Technology [Learner Engagement SIG]. https://vimeo.com/album/3316648/video/263342111

Krutka, D. G., Gleason, B., Dousay, T. A., Carpenter, J. P., & Greenhalgh, S. P. (2018, February). *Social media in education [Webinar]*. Society for Information Technology & Teacher Education. https://www.learntechlib.org/view/182352/

Dousay, T. A., Walker, B., Cates, W., & Murtaugh, M. C. (2017, November). *Everything you ever wanted to know about the mentoring relationship* (*but were afraid to ask) [Workshop]*. Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Dousay, T. A. (2017, February). *Assessing learning through backward design [Invited workshop]*. University of Wyoming Ellbogen Center for Teaching and Learning. Laramie, WY

Dousay, T. A. (2016, October). *Create your own interactive instructional videos with Camtasia & YouTube [Workshop]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Dousay, T. A. (2016, September). *Going Google-y [Invited workshop]*. University of Wyoming Ellbogen Center for Teaching and Learning TNT Lunchbox Series. Laramie, WY

Dousay, T. A. (2015, April). *Using social media in the classroom [Panel]*. University of Wyoming Ellbogen Center for Teaching and Learning. Laramie, WY

Dousay, T. A. (2015, March). *Ideas for incorporating technology in the classroom [Panel]*. University of Wyoming Ellbogen Center for Teaching and Learning. Laramie, WY

Dousay, T. A. (2015, April). *Using Camtasia and segmented videos to foster student autonomy and engagement in an online course [Invited workshop]*. University of Wyoming Ellbogen Center for Teaching and Learning. Laramie, WY

Industry Professional Development

Dousay, T. A. (2020, September). *Inclusive virtual workflows and partnerships [Invited virtual presentation]*. Federal Executive Board. Chicago, IL

Dousay, T. A. (2020, August). *Teaching and creating with technology for public safety [Invited workshop]*. State of Oregon Department of Public Safety Standards and Training. Salem, OR (Event canceled)

Dousay, T. A. (2020, July). *Inclusive virtual meetings [Invited virtual presentation]*. Federal Executive Board. Chicago, IL

Maddrell, J., & Dousay, T. A. (2018, May). *Design in the open [Webinar]*. e/Merge Africa. https://emergeafrica net/17-may-design-in-the-open/

Branch, R. M., & Dousay, T. A. (2017, January). *Survey of instructional design models [Webinar]*. e/Merge Africa. https://emergeafrica net/30-january-3-february-survey-of-instructional-design-id-models-seminar/

Dousay, T. A. (2016, December). *Teaching & creating with technology [Invited workshop]*. Standard Field Sobriety Test (SFST) Instructor Update/LEAD Impairment Training. Lakewood, CO

Anderlee, J. S., & Dousay, T. A. (2016, August). *Teaching with technology: Leveraging classroom technology to engage leaners [Invited workshop]*. 22nd Annual Training Conference on Drugs, Alcohol and Impaired Driving. Denver, CO

Branch, R. M., Dousay, T. A., Walker, B., Valentine, K., & Gay, M. (2011, September). *A high fidelity instructional strategy [Workshop]*. Meeting of AoB AcademE of Botswana. Gaborone, Botswana

Dousay, T. A. (2009, February). *Aligning objectives with engaging activities (eBlooms) [Workshop]*. E-Learning Council and State of Texas DIR Webinar Series. Austin, TX

Dousay, T. A. (2009, February). *Engaging the online learner [Webinar]*. E-Learning Council and State of Texas DIR E-Learning Forum. Austin, TX

Dousay, T. A. (2009, February). *eLearning in the 21st century [Webinar]*. E-Learning Council and State of Texas DIR E-Learning Forum. Austin, TX

Public Outreach

Donaldson, A., Dousay, T. A., & Carr-Chellman, A. A. (2020, May). *Women's voices in the field of educational technology panel [Webinar]*. Near East University Societal Research and Development Center. Nicosia, Turkey

Dousay, T. A. (2020, April). *5 minutes on K-12 online learning with Tonia Dousay [Vodcast special guest]*. Michael Barbour's 5 Minutes On K-12 Online Learning With... https://virtualschooling.wordpress.com/5-minutes-on-k-12-online-learning-with/

El-Mallah, S., & Dousay, T. A. (2020, March). *Encouraging faculty adoption of virtual reality tools in engineering education [Podcast special guest]*. Immersive Learning Research Network's "The Versatilist," Episode 85. https://www.podomatic.com/podcasts/versatilist/episodes/2020-03-08T15_45_17-07_00

Dousay, T. A. (2020, January). *Bias, the gender pay gap, and other challenges in education with Tonia Dousay [Podcast special guest]*. SchuBro's Unfiltered, Episode. https://zero-gravity-media.com/2020/01/12/sbu6-special-guest-dr-tonia-dousay/

Dousay, T. A. (2019, January). *Teaching Digital Footprints with Tonia Dousay [Podcast special guest]*. Visions of Education, Episode 103. https://soundcloud.com/visionsofed/episode-103-teaching-digital-footprints-with-tonia-dousay

Dousay, T. A. (2017, October). *Be a maker educator [Concurrent presentation]*. 2017 Global Maker Day.

Dousay, T. A. (2015, March). *Teaching with robots: Math and science [Invited lecture]*. University of Wyoming SaturdayU. Jackson, WY

Honors and Awards

2020	Alumni Award for Excellence Inspirational Mentor, University of Idaho Alumni Association
2015	Information Age Publishers (IAP) - Distance Education Best Practices Award, Association for Educational Communications & Technology (AECT)
2013	Multimedia Production Graduate Student Immersive Learning Award, Association for Educational Communications & Technology (AECT)
2013	Information Age Publishers (IAP) - Distance Education Best Practices Award, Association for Educational Communications & Technology (AECT)

SCHOLARSHIP ACCOMPLISHMENTS

Publications, Exhibitions, Performances, Recitals

Refereed/Adjudicated

Journal Articles

Dousay, T. A. (2021). Judgment day: Activating computational thinking activities with popular culture. *Revista de Educación a Distancia (RED)*, *21*(68), 1–15. https://doi.org/http://dx.doi.org/10.6018/red.485621

Rader, E., Love, R., Reano, D., Dousay, T. A., & Wingerter, N. (2021). Pandemic Minecrafting: An analysis of the perceptions of and lessons llearned from a gamified virtual geology field camp. *Geoscience Communication*, *4*, 475–492. https://doi.org/10.5194/gc-4-475-2021

Houlden, S., Hodson, J., Veletsianos, G., Gosse, C., Lowenthal, P., Dousay, T., & Hall, N. C. (2021). Support for scholars coping with online harassment: An ecological framework. *Feminist Media Studies*. https://doi.org/10.1080/14680777.2021.1883086

Gosse, C., Veletsianos, G., Hodson, J., Houlden, S., Dousay, T. A., Lowenthal, P. R., & Hall, N. (2021). The hidden costs of connectivity: nature and effects of scholars' online harassment. *Learning, Media and Technology*, *46*(3), 264–280. https://doi.org/10.1080/17439884.2021.1878218

Janak, E., & Dousay, T. (2020). Ben Henneke and college by radio: Expanding midcentury educational opportunity at the University of Tulsa. *Journal of American Culture*, *43*(4), 312–323. https://doi.org/10.1111/jacc.13204

Carpenter, J. P., Rosenberg, J. M., Dousay, T. A., Romero-Hall, E., Trust, T., Kessler, A., Phillips, M., Morrison, S. A., Fischer, C., & Krutka, D. G. (2020). What should teacher educators know about technology? Perspectives and self-assessments. *Teaching and Teacher Education*, *95*. https://doi.org/10.1016/j.tate.2020.103124

Barrett, S. F., Dousay, T. A., Kerr, T. J., Schmidt, L., Gellis, B. S., & Ballard, J. (2019). Library and Student Innovation Center: Makerspace! *Computers in Education Journal*, *10*(2), 1–12.

Dousay, T. A., & Weible, J. L. (2019). Build-A-Bug workshop: Designing a learning experience with emerging technology to foster creativity. *TechTrends*, *63*(1), 41–52. https://doi.org/10.1007/s11528-018-0364-8

Dousay, T. A., & Trujillo, N. P. (2019). An examination of gender and situational interest in multimedia learning environments. *British Journal of Educational Technology*, *50*(2), 876–887. https://doi.org/10.1111/bjet.12610

Veletsianos, G., Kimmons, R., Larsen, R., Dousay, T. A., & Lowenthal, P. (2018). Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talks. *PLoS ONE*, 1–21. https://doi.org/10.1371/journal.pone.0197331[6]

Dousay, T. A., & Janak, E. A. (2018). All things considered: Educational radio as the first MOOCs. *TechTrends*, *62*(6), 555–562. https://doi.org/10.1007/s11528-018-0257-x

Dousay, T. A. (2017). An evolving makerspace for teacher education. *International Journal of Designs for Learning*, *8*(1), 69–81. https://doi.org/10.14434/ijdl.v8i1.22672

Dousay, T. A., LaVanchy, J., Kilty, T., & Stone, D. (2017). Confessions of novice designers and their instructor. *International Journal of Designs for Learning*, *8*(2), 40–58. https://doi.org/10.14434/ijdl.v8i2.20962

[6] Award-winning paper

Dousay, T. A. (2016). Effects of redundancy and modality on the situational interest of adult learners in multimedia learning. *Educational Technology Research and Development*, *64*(6), 1251–1271. https://doi.org/10.1007/s11423-016-9456-3

Shepherd, C. E., Bolliger, D. U., Dousay, T. A., & Persichitte, K. (2016). Preparing teachers for online instruction with a graduate certificate program. *TechTrends*, *60*(1), 41–47. https://doi.org/10.1007/s11528-015-0015-2

Miller, D. R., & Dousay, T. A. (2015). Implementing augmented reality in the classroom. *Issues and Trends in Educational Technology*, *3*(2), 1–11.

Darrington, B., & Dousay, T. A. (2015). Using multimodal writing to motivate struggling students. *TechTrends*, *59*(6), 29–34. https://doi.org/10.1007/s11528-015-0901-7

Shepherd, C. E., Dousay, T. A., Kvenild, C., & Meredith, T. (2015). Fostering technology-rich service-learning experiences between school librarians and teacher education programs. *Knowledge Quest*, *44*(2), 44–52.

Aldosemani, T. I., Shepherd, C. E., Gashim, I., & Dousay, T. A. (2015). Developing third places to foster sense of community in online instruction. *British Journal of Educational Technology*, *47*(6), 1020–1031. https://doi.org/10.1111/bjet.12315

Books

Branch, R. M., & Dousay, T. A. (2015). *Survey of instructional design models* (5th ed.). Association for Educational Communications & Technology. https://aect.org/survey_of_instructional_design.php

Book Chapters

Dousay, T. A. (2018). Designing for creativity in interdisciplinary learning experiences. In K. A. Persichitte, A. Suparman, & J. M. Spector (Eds.), *Educational technology to improve quality and access on a global scale* (pp. 43–56). Springer. https://doi.org/10.1007/978-3-319-66227-5_5[4]

Persichitte, K. A., Young, S., & Dousay, T. A. (2016). Learner assessment in blended and online settings. In M. D. Avgerinou & S. P. Gialamas (Eds.), *Revolutionizing K-12 blended learning through the i²Flex classroom model* (pp. 88–102). Information Science Reference.

Dousay, T. A. (2015). Reinforcing multiliteracies through design activities. In D. M. Baylen & A. D'Alba (Eds.), *Essentials of teaching and integrating visual and media literacy* (pp. 27–47). Springer International Publishing. https://doi.org/10.1007/978-3-319-05837-5

Conference Proceedings

Algaraibeh, S. M., Dousay, T. A., & Jeffery, C. L. (2020). Integrated learning development environment for learning and teaching C/C++ language to novice programmers. *Proceedings - Frontiers in Education Conference, FIE*.

Dousay, T. A. (2020). An integrated map of the ISTE Standards for Educators, Danielson Framework for Teaching, and Interstate Teacher Assessment and Support Consortium (InTASC) Standards. In D. A. Schmidt-Crawford (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 976–980). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/215851/

Harris, C., Dousay, T. A., Hall, C. S., Srinivasan, S., & Srinivasan, R. (2020). Trashbots: Coding with creativity in a middle grades computer science camp. In D. A. Schmidt-Crawford (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1117–1120). Association for the Advancement of Computing in Education (AACE). https://learntechlib.org/primary/p/215872/

Carpenter, J. P., Rosenberg, J. R., Dousay, T., Kessler, A., Phillips, M., Morrison, S., & Fischer, C. (2019). What do teacher educators think of teacher education technology competencies? In K. J. Graziano

(Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 796–801). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/207735/

Greenhow, C., Gleason, B., Krutka, D., & Carpenter, J. (2019). #SocialMediaEd: Perspectives on teaching about and with social media in higher education. In K. J. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 97–100). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/208489/

Hall, C. S., Mullins, R., Hollingshead, A., & Dousay, T. A. (2019). Boosting communication: Using Point of View (POV) video for students with disabilities as a powerful communication piece with parents. *Proceedings of Society for Information Technology & Teacher Education International Conference*, 241–244. https://www.learntechlib.org/p/208465/

Weible, J. L., & Dousay, T. A. (2019). Assessing creativity in learning environments: Developing an attitudinal scale. In K. J. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1438–1442). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/208489/

Barrett, S. F., Dousay, T. A., Kerr, T. J., Schmidt, L., Gellis, B. S., & Ballard, J. (2018). Library and Student Innovation Center: Makerspace! *125th American Society for Engineering Education Annual Conference & Exposition*, *10*(2), 1–12. https://peer.asee.org/30773

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Journal Articles/Columns

Dousay, T. A., Wetcho, S., Muljana, P. S., Arslan, O., Digges Elliot, H., Peacock, R., & Carr-Chellman, A. A. (2021). Hybrid or virtual conferencing: That is the question. *TechTrends*, *65*(4). https://doi.org/10.1007/s11528-021-00613-9

Dousay, T. A. (2019). Introduction to the special section on high stakes online learning design cases. *International Journal of Designs for Learning*, *10*(1), 145–146. https://doi.org/10.14434/ijdl.v10i1.27292

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Book Chapters/Sections

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Reference Works

Hester-Croff, C., & Dousay, T. A. (2018). Education and the Internet: Elementary and secondary schools. In B. Warf (Ed.), *SAGE encyclopedia of the internet (Vol. 1)* (pp. 299–303). SAGE Publications, Inc. https://doi.org/10.4135/9781473960367.n89

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Other: N/A

Refereed/Adjudicated (currently scheduled or submitted)

Ekins, J., Dousay, T. A., Busche, C., & Doucette C. (accepted). Getting your feet WET from afar: Reimagining science teacher education for distance teaching and learning. *Proceedings of Society for Information Technology and Teacher Education*. 10 January 2022

Dousay, T. A., Miller, B. G., & Parent, C. E. (in revision). CURating science literacy and professional identity among biology and science education majors. *Innovations in Science Teacher Education*. 03 January 2022

Asino, T. I., Baker, A., Haselwood, S. & Dousay, T. A. (in revision). Any given Sunday in #oklaed: Examining and theorizing the participation of educators in a Twitter chat. *Educational Technology Research & Development.* 02 October 2021.

Dousay, T. A. (in revision). Weird science: Preparing secondary science teachers for blended and online learning. *International Journal of Deigns for Learning*. 23 September 2021

Peer Reviewed/Evaluated (currently scheduled or submitted):

Dousay, T. A., & Moore, S. L. (Eds.). (chapters invited). *Learning and instructional design technology in the mirror: Integrating ethics and social responsibility into research and practice*. EdTechBooks.org. 17 November 2021

Professional Meeting Papers, Workshops, Showings, Recitals, Presentations and Other Creative Activities

National/International

Dousay, T. A., Carr-Chellman, A. A., & Kitchel, A. (2021, November). *Talk to me, Goose: Evaluating an Electronic Synchronous Multi-Site (e-SyMS) learning environment [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Chicago, IL

Rader, E. L., Love, R., Dousay, T. A., Wingerter, N., Reano, D., Cox, K., Forsberg, E., & Blackford, N. (2020, December). *Minecraft geology field camp: Results from an inclusive and surprisingly realistic field camp experience during the COVID-19 pandemic [Abstract]*. American Geophysical Union (AGU) Fall Meeting. Virtual

Dousay, T. A., Zhao, L., Dixon, R. A., & Carr-Chellman, A. A. (2020, November). *Frustrations in focus: improving faculty online instructional practices [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Virtual

Dousay, T. A. (2020, November). *Earning your badge: Microcredentials for preservice teachers to demonstrate technology skills [Roundtable]*. Association for Educational Communications & Technology Annual Convention. Virtual

Rader, E. L., Love, R., Dousay, T. A., Reano, D., Wingerter, N., Cox, K., Forsberg, E., & Blackford, N. (2020, October). *Successes and challenges of using virtual technology to teach geology field camp [Abstract]*. Geological Society of America (GSA) 2020 Annual Meeting. Virtual

Dousay, T. A. (2020, April). *Makerspaces: A romance for educator preparation program partnerships [Structured poster]* (G. T. Richard & J. Weible (eds.)). American Educational Research Association Annual Meeting. San Francisco, CA (Conference canceled)

Dousay, T. A. (2020, March). *An integrated map of the ISTE Standards for Educators, Danielson Framework for Teaching, and Interstate Teacher Assessment and Support Consortium (InTASC) Standards [Brief paper]*. Society for Information Technology & Teacher Education Annual Conference. Virtual

Harris, C., Dousay, T. A., Hall, C. S., Srinivasan, S., & Srinivasan, R. (2020, March). *Trashbots: Coding with creativity in a middle grades computer science camp [Best practice]*. Society for Information Technology & Teacher Education Annual Conference. Virtual

Mittelstaedt, E., & Dousay, T. A. (2019, November). *Swimming with the Pakicetus: A new deep-sea submersible video game that teaches the basics of mid-ocean ridge geology [Poster]*. American Geophysical Union (AGU) Fall Meeting. San Francisco, CA

Dousay, T. A., Kitchel, A., & Carr-Chellman, A. A. (2019, October). *Electronic Synchronous Multi-Site (e-SyMS) learning: Design & research recommendations [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Maddrell, J., Dousay, T. A., Graves Wolf, L., & Rosenberg, J. R. (2019, October). *Design in the open | Professional learning strategies to build your professional presence [Inspire concurrent]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Shawon, F., Zhu, Y., Olsen, S., LaPaglia, S. K., Turner, J., & Dousay, T. A. (2019, October). *Alone in the crowd: Connecting distance learners [Roundtable]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Dousay, T. A., & Weible, J. L. (2019, April). *Buggy genetics: Designing a learning experience to foster creativity and science learning in elementary classrooms [Concurrent session*. American Educational Research Association Annual Meeting. Toronto, ON

Veletsianos, G., Kimmons, R., Larsen, R., Dousay, T. A., & Lowenthal, P. R. (2019, April). *Public comment sentiment on educational videos: Understanding the effects of presenter gender on YouTube TED talk comment [Concurrent session]*. American Educational Research Association Annual Meeting. Toronto, ON

Carpenter, J. P., Rosenberg, J. R., Dousay, T. A., Romero-Hall, E., Trust, T., Kessler, A., Phillips, M., Morrison, S., Fischer, C., & Krutka, D. G. (2019, March). *What do teacher educators think of Teacher Education Technology Competencies? [Paper]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Greenhow, C., Gleason, B., Krutka, D. G., Dousay, T. A., & Carpenter, J. P. (2019, March). *#SocialMediaEd: Perspectives on teaching about and with social media in higher education [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Hall, C. S., Mullins, R., Hollingshead, A., & Dousay, T. A. (2019, March). *Boosting communication: Using point of view (POV) video for students with disabilities as a powerful communication piece with parents [Best practice]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Janak, E. A., & Dousay, T. A. (2019, March). *Emancipation or oppression: Ben Henneke and educational radio at the University of Tulsa [Paper]*. International Society for Educational Biography Annual Conference. San Antonio, TX

Jin, Y., Cohen, J., Dousay, T. A., Jones, W. M., & Smith, S. (2019, March). *Multiple perspectives on maker education and makerspaces in teacher education [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Weible, J. L., & Dousay, T. A. (2019, March). *Assessing creativity in learning environments: Developing an attitudinal scale [Brief paper]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Smith, K., Burgin, M., Sergent, M., Swanson, R., Weible, J. L., & Dousay, T. A. (2019, March). *Profiling undergraduate research experiences in teacher education [Poster]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Zhu, Y., Shawon, F., & Dousay, T. A. (2019, March). *Analyzing a Biology lesson plan for TPACK alignment [Poster]*. Society for Information Technology & Teacher Education Annual Conference. Las Vegas, NV

Dousay, T. A., & Hall, C. S. (2018, October). *"Alexa, how can we use artificial intelligence in classrooms?" [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Kansas City, MO

Shawon, F., & Dousay, T. A. (2018, October). *Stone-age design thinking: Lessons learned from an action research project targeting teacher professional development at an innovative school [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Kansas City, MO

Tawfik, A. A., Haggerty, K., Brynteson, K., Dousay, T. A., Moskal, S., & DuBoff, B. (2018, October). *The role of the library in supporting inquiry-based learning and Next Generation Science Standards [Panel]*. Association for Educational Communications & Technology Annual Convention. Kansas City, MO

Dousay, T. A., Asino, T. I., Luo, T., Krutka, D. G., Greenhalgh, S. P., Rodesiler, L., & Walster, D. (2018, March). *Social media & teacher professional development [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Alexandria, VA

Dousay, T. A., Graves Wolf, L., & Green, L. (2018, March). *Rise of the "Teacher Influencers": Examining the benefits and conundrums [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Alexandria, VA

Carr, T., Asino, T. I., Dousay, T. A., & Barlow-Zambodla, A. (2017, November). *e-Merge-The powers of networks in advancing professional development of educational technologists: The case of e/merge Africa & AECT [Panel]*. Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Weible, J. L., & Dousay, T. A. (2017, November). *Learning genetics using 3Doodler pens [Interactive demonstration]*. Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Dousay, T. A., Swierczek, D., Smith, S., & Owsley, E. (2017, March). *Don't fear the snakes: designing a hybrid practical experience for preservice teachers in an afterschool Python programming robotics club [Brief paper]*. Society for Information Technology & Teacher Education Annual Conference. Austin, TX

Jin, Y., Schmidt-Crawford, D. A., Culver, D., Dousay, T. A., Boyer, D. M., & Akcaoglu, M. (2017, March). *Makerspaces and teacher education [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Austin, TX

Kopcha, T. J., Brynteson, K., Dousay, T. A., Pitman, E., & Thomas, G. (2016, October). *Making makers: Preparing teachers to engage in the maker movement [Panel]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Asino, T. I., Dousay, T. A., Kapptie, J., Hine, K., Haselwood, S., & Baker, A. (2016, October). *Reading between the lines: Where do social media platforms fit in the teacher professional development landscape? [Panel]*. Association for Educational Communications & Technology Annual Convention. Las Vegas, NV

Dousay, T. A. (2016, August). *Designing for creativity in interdisciplinary learning experiences [Paper]*. Educational Technology World Conference. Bali, ID

York, C. S., Dousay, T. A., & Sinde, M. (2016, August). *Preparing teachers to use Makerspaces [Concurrent session]*. 4th International Symposium on New Issues in Teacher Education (ISNITE). Savonlinna, FI

Dousay, T. A., & Hayes, J. (2016, June). *Storytelling & comics: Unlocking digital making superpowers in Social Studies classes [Poster]*. International Society for Technology in Education Conference and Exp. Denver, CO

Dousay, T. A., & Irick, E. M. (2016, March). *Collaborative design: Where PBL and 21st century skills engage learners [Brief paper]*. Society for Information Technology & Teacher Education Annual Conference. Savannah, GA

Persichitte, K. A., Dousay, T. A., Hodges, C. B., Schmidt, M., & Kopcha, T. J. (2016, March). *AECT & SITE: Challenges of bridging theory, research, and practice [Panel]*. Society for Information Technology & Teacher Education Annual Conference. Savannah, GA

Baylen, D., D'Alba, A., Robinson, R., Dousay, T. A., & Draper, D. (2015, November). *Teaching and integrating visual and media literacy for all [Panel]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Donaldson, A., Smaldino, S. E., Herring, M., Luetkehans, L. M., Persichitte, K. A., Dousay, T. A., & Mellish, L. C. (2015, November). *Walking in their footsteps (or high heels): AECT women discuss the influence of the women who paved the way [Panel]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Dousay, T. A., Anderlee, J. S., Murtaugh, M. C., Kilty, T., & LaVanchy, J. (2015, November). *Using virtual interviews with inservice teachers to positively influence preservice teachers' attitudes towards technology [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Hollett, T., Kalir, R., Weible, J. L., & Dousay, T. A. (2015, November). *Designing for playful learning [Interactive panel]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Lee, E., Akcaoglu, M., Dousay, T. A., Boyer, D. M., & Brynteson, K. (2015, November). *Makerspaces in higher education: Design, development, implementation, and research for teacher education and beyond [Panel]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Shepherd, C. E., Dousay, T. A., Bolliger, D. U., & Aldosemani, T. I. (2015, November). *Designing third places to support program community and organizational networking in online education programs [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Indianapolis, IN

Des Armier, D., & Dousay, T. A. (2014, November). *Students' use of digital storytelling to enhance digital literacy skills: Implications for best practices in postsecondary education [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Miller, C. T., & York, C. S. (2014, November). *Thirty-five years of leadership: A study on the impact of the Strohbehn and Cochran internship*. Association for Educational Communications & Technology Annual Convention. Jacksonville, FL

Asino, T. I., Malapile, L. J., & Dousay, T. A. (2013, October). *Children as design partners: A case of Namibia, South Africa and US [Roundtable]*. Association for Educational Communications & Technology Annual Convention. Anaheim, CA

Asino, T. I., Malapile, L. J., & Dousay, T. A. (2013, October). *Children as designers: A case of Namibia, South Africa and US [Concurrent session]*. eLearning Africa 2013. Windhoek, NA

Dousay, T. A. (2013, October). *From death by PowerPoint to engaging Captivate: Lessons learned when implementing specific design principles [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Anaheim, CA

Dousay, T. A. (2013, October). *Measuring the impact of multimedia design on situational interest of learners [Roundtable]*. Association for Educational Communications & Technology Annual Convention. Anaheim, CA

Branch, R. M., & Dousay, T. A. (2013, September). *Survey of instructional design models [Paper]*. Gaborone International Design Conference. Gaborone, BW

Dousay, T. A., & Branch, R. M. (2012, October). *Designing multimedia to trigger and maintain situational interest [Concurrent session]*. Association for Educational Communications & Technology Annual Convention. Louisville, KY

Barreto, D., Dousay, T. A., Park, S. W., Chien, S.-Y., Gay, M., Kim, S. M., Chang, Y., & Branch, R. M. (2012, April). *Exploring active learning as a strategy for teaching research methods in a socio-constructivism environment [Concurrent session]*. American Educational Research Association Annual Meeting. Vancouver, BC

Dousay, T. A., & Logan, R. (2011, September). *Analyzing & evaluating the phases of ADDIE [Paper]*. Design, Development and Research Conference. Cape Town, SA

Chien, S.-Y., Dousay, T. A., Park, S. W., Gay, M., Igoche, D., & Branch, R. M. (2010, June). *Text, period spacing, and mobile devices [Paper]*. Association for the Advancement of Computing in Education ED-MEDIA. Toronto, ON

State/Regional

Dousay, T. A., Darragh, J. J., & Raney, T. (2021, July). *Ready Preservice Teacher One: Creative solutions to virtual practicum experiences* [Virtual presentation]. P20 Educator Conference: Learning by Doing. Twin Falls, ID

Crepeau, J., Maughan, M., Dousay, T. A., & Hall, C. (2020, April). *How do we assess design skills across the curriculum?* [Virtual presentation]. University of Idaho Active Learning Symposium. Moscow, ID

Dousay, T. A., & Hall, C. S. (2019, February). *Alexa? How can you help me in the classroom?* [Concurrent session]. Northwest Council for Computer Education Annual Conference. Seattle, WA

Hall, C. S., & Dousay, T. A. (2019, February). *Low-cost access to AR & VR to support K-12 education* [Concurrent session]. Northwest Council for Computer Education Annual Conference. Seattle, WA

Dousay, T. A. (2018, November). *Leveraging technology to innovate undergraduate education: Designing hybrid courses* [Concurrent session]. Wyoming Innovations in Learning Conference. Evanston, WY

Dousay, T. A., & Hall, C. S. (2018, November). *Alexa: Your teaching assistant in the classroom* [Concurrent session]. Wyoming Innovations in Learning Conference. Evanston, WY

Dousay, T. A. (2018, April). *Using Zoom to support active learning* [Virtual presentation]. University of Idaho Active Learning Symposium. Moscow, ID

Dousay, T. A. (2016, October). *Make-what?* e-Volution Conference. Evanston, WY

Shepherd, C. E., Bolliger, D. U., Dousay, T. A., & Persichitte, K. A. (2016, May). *Developing a sense community that extends beyond course boundaries* [Concurrent session]. WyDEC Distance Education Conference. Casper, WY

Shepherd, C. E., & Dousay, T. A. (2016, May). *Service learning and community partnerships in distance programs* [Concurrent session]. WyDEC Distance Education Conference. Casper, WY

Paratore, J., Dalton, B., Dousay, T. A., Mielke, T. L., Geringer, J., & James, J. (2015, October). *Multiple modes of literacy [*Panel]. University of Wyoming Literacy Education Conference. Laramie, WY

Dousay, T. A., Bryant, H. V., & Kilty, T. (2015, September). *Virtually powerful: structuring online internships for experiential learning in a graduate program* [Concurrent session]. e-Volution Conference. Laramie, WY

Dousay, T. A., & Mathieson, S. (2015, September). *Experiential and service learning in the UW Lab School through faculty partnerships* [Roundtable]. e-Volution Conference. Laramie, WY

Irick, E. M., & Dousay, T. A. (2015, September). *Design partnerships: Fabric printing and pattern making between undergraduate and middle grades students* [Concurrent session]. e-Volution Conference. Laramie, WY

Shepherd, C. E., Bolliger, D. U., Dousay, T. A., & Persichitte, K. A. (2015, May). *Preparing a new generation of teachers to teach online* [Concurrent session]. e-Volution Conference. Rock Springs, WY

Dousay, T. A. (2014, September). *Collaborative tools for multimedia learning & development in online courses* [Roundtable session]. e-Volution Conference. Laramie, WY

Trujillo, N. P., & Dousay, T. A. (2014, March). *An examination of gender and situational interest in multimedia learning environments* [Poster]. College of Education Research Symposium, University of Wyoming. Laramie, WY

Dousay, T. A., Orey, M., Burton, J. K., Lockee, B. B., Murtaugh, M. C., & Asino, T. I. (2013, February). *Graduate students in academia: Should they be seen and not heard?* [Roundtable]. Eastern Educational Research Association Annual Conference. Sarasota, FL

Jensen, L. J., Barreto, D., & Dousay, T. A. (2013, February). *GameWerks: Fostering 21st century skills in a video game design apprenticeship* [Concurrent session]. Eastern Educational Research Association Annual Conference. Sarasota, FL

Gay, M., Logan, R., & Dousay, T. A. (2012, February). *Aesthetic value of design elements in an educational game* [Poster]. Eastern Educational Research Association Annual Conference. Hilton Head, SC

Jensen, L. J., & Dousay, T. A. (2012, February). *GameWerks: Fostering creativity, motivation, and 21st century skills through game design* [Symposium]. Eastern Educational Research Association Annual Conference. Hilton Head, SC

Logan, R., Dousay, T. A., & Gay, M. (2012, February). *Crafting a balance between learning and fun in an educational game* [Roundtable]. Eastern Educational Research Association Annual Conference. Hilton Head, SC

Dousay, T. A. (2011, February). *Multimedia design of online coursework* [Roundtable]. Eastern Educational Research Association Annual Conference. Sarasota, FL

Dousay, T. A., & Logan, R. (2011, February). *Adventures in ADDIE: Lessons from the field* [Roundtable]. Eastern Educational Research Association Annual Conference. Sarasota, FL

Dousay, T. A., Igoche, D., & Branch, R. M. (2010, February). *Teaching research methods: Perceptions of current and formal doctoral students* [Poster]. Eastern Educational Research Association Annual Conference. Savannah, GA

Dousay, T. A. (2009, February). *eLearning development & instructional design* [Roundtable]. State of Texas DIR Inter-Agency Training Expo. Austin, TX

Dousay, T. A., & Martin, R. (2008, November). *From lecture to online: Learner-centered design* [Concurrent session]. Lee College Innovations in Teaching & Learning Technology Conference. Baytown, TX

Patents: N/A

Grants and Contracts Awarded

Funded

Year	Grant Title	Role	PI(s)	Funded
2020	Minecraft Field Camp: Teaching field geology with virtual reality in the time of Coronavirus[7] *Source:* Bay Area Environmental Research Institute/ National Aeronautics and Space Administration (NASA)	Consultant	Rader, E. L.	$15,255
2018	Near-peer authentic inquiry: Coupling science methods and biological sciences coursework for engaged student learning[7] *Source:* University of Idaho Office of Undergraduate Research	Co-PI	Miller, B. G. Dousay, T A.	$5000
2017	Robotic recording for instructional reflection *Source:* University of Wyoming Central Student Technology Committee	PI	Dousay, T A.	$9928

[7] Research and practice findings published/under peer review

Year	Grant Title	Role	PI(s)	Funded
2015	RAMPED: Robotics, Applied Mathematics, Physics, and Engineering Design *Source:* Wyoming Department of Education Math-Science Partnership Grant Program	Consultant	Burrows, A.	$211,355
2014	Building a makerspace at the University of Wyoming[7] *Source:* Mary Garland Early Career Fellowship, University of Wyoming College of Education	PI	Dousay, T. A.	$25,000
2014	Google Glass applications in the classroom *Source:* University of Wyoming Outreach Credit Programs TIE Grant Program	PI	Dousay, T. A.	$650
2014	Content fluency through a visual literacy design activity[7] *Source:* University of Wyoming American Heritage Center	PI	Dousay, T. A.	$2000

Pending

Year	Grant Title	Role	PI(s)	Applied
2021	Medimon: Taming the monsters of medical education *Source*: National Institutes of Health	Co-PI	Bland, T. Dousay, T. A. Robison, B. D. Anderson, J.	$1,700,000
2022	NSF-AISL: Design learning across pre-collegiate and undergraduate learners via mentoring and shadowing *Source:* National Science Foundation	Co-PI	Swenson, M. Beyerlin, S. Dousay, T. A. Dixon, R.	$300,00

Unfunded

Year	Grant Title	Role	PI(s)	Applied
2021	Collaborative Research: BEE: Ecological and coevolutionary feedbacks in multi-mutualist communities *Source*: National Science Foundation	Co-PI	Robison, B. D. Dousay, T. A. Overton, M. Soule, T. Hall, C.	$236,573
2020	EvoHealth: A program to improve pathways to STEMM careers in Idaho *Source*: National Institutes of Health	Co-PI	Robison, B. D. Dousay, T. A. Overton, M. Soule, T. Hall, C.	$1,303,909
2020	Outcropping COVID19: Removing barriers to access by reimagining Geology field learning experiences with mixed realities *Source:* Spencer Foundation	Co-PI	Dousay, T. A. Rader, E. L. Love, R.	$50,000
2019	CUE Ethics: REAL-CS (Reaching Every Available Learner for Computer Science) *Source:* National Science Foundation	Co-PI	Buck, C. R. Beeston, J. Dousay, T. A.	$346,731

Honors and Awards

2018 Culture, Learning and Technology Division Outstanding Publication Award for a Journal Article, Association for Educational Communications & Technology (AECT), Kansas City, MO

2016 Gold Paper Award, 2016 Educational Technology World Conference (ETWC), Bali, Indonesia

2014 Mary Garland Early Career Fellowship, University of Wyoming College of Education

2013 National Science Foundation Early Career Award, Association for Educational Communications & Technology (AECT), Anaheim, CA

SERVICE

Major Committee Assignments

National/International-Level

2021-Present AECT Executive Committee, Board of Directors Representative

2021-Present	AECT Bylaws Committee, Co-chair
2019-2021	Educational Testing Service (ETS) Praxis Earth and Spaces Sciences National Advisory Council (NAC) and Test Item Writer
2016-2017	Nation of Makers, Wyoming State Representative
2015-2016	AECT Leadership Nominating Committee
2015-2019	AECT Awards Committee
2015-2016	Google Certified Innovator Program Mentor
2013-2020	AECT Leadership Development Committee

Regional-Level

2020-Present	Idaho Association of Colleges of Teacher Education, Member
2017	State of Wyoming Open Education Resources (OER) Initiative, University Representative
2015-2016	State of Wyoming Digital Learning Plan, Advisory Panel Member

Institution-Level

2021-Present	University of Idaho University Assessment and Accreditation Committee
2021	University of Idaho Vice Provost for Digital Learning Initiatives Search Committee Member
2021	University of Idaho Adult & Organizational Leadership & Learning Tenure Track Faculty Search Committee Member
2020-Present	University of Idaho College of Education, Health, & Human Services Graduate Research and Policy Committee (GRPC)
2020	University of Idaho President's Online Learning Working Group
2020	University of Idaho Department of Curriculum & Instruction Third Year Review Committee Chair
2018-Present	University of Idaho College of Education, Health, & Human Services Technology Committee Chair
2017	University of Wyoming College of Education Advisory Council for Teacher Education Committee Chair
2016	University of Wyoming 3rd John P. Ellbogen Center for Teaching & Learning Summer Institute Mentor
2015-2016	University of Wyoming College of Education Technology Committee, Department of Professional Studies Representative & Committee Chair
Fall 2015	University of Wyoming University Studies Program Committee, College of Education Representative
2015-2017	University of Wyoming College of Engineering Student Innovation Center Planning Committee
2014-2015	University of Wyoming College of Education Research Symposium Planning Committee
2014-2017	University of Wyoming College of Education Advisory Council for Teacher Education, Department of Professional Studies Representative

Professional and Scholarly Organizations

Memberships/Leadership

2019-2021 IEEE Industry Connections-Industry Consortium on Learning Engineering (ICICLE)

2019-2020 American Educational Research Association (AERA)

2016-Present Society for Information Technology and Teacher Education (SITE)

- 2017-Present SIG Social Media
  - 2018-2022 Co-Chair
- 2016-Present SIG Creativity
- 2016-Present SIG Maker

2013-Present Professors of Instructional Design and Technology (PIDT)

2009-Present Association for Educational Communications and Technology (AECT)

- 2017-Present AECT Social Media Administrator
- 2013-2016 Leadership Intern Program Coordinator
- 2017-Present Learner Engagement Division
- 2009-Present Division of Distance Learning (DDL)
  - 2021-Present Division Representative to the AECT Board of Directors
  - 2017-2018 Past President
  - 2016-2017 President
  - 2015-2016 President-Elect
- 2009-Present Teacher Education Division
- 2009-2013 Graduate Student Assembly (GSA)
  - 2013-2014 Past-President
  - 2012-2013 President
  - 2011-2012 President-Elect

Scholarly Reviewer

2020-2021 Special Issue Guest Co-Editor, *Journal of Applied Instructional Design*; Designing for all: An exploration of universal design for online learning

2019-Present Journal Reviewer, *Journal of Computing in Higher Education*

2018-2019 Journal Reviewer, *npj Science of Learning*

2018-2019 Special Section Guest Editor, *International Journal of Designs for Learning*; High-stakes/high-impact distance learning contexts

2018-Present Journal Reviewer, *Educational Technology Research & Development* (ETR&D)

2018-Present University of Idaho Office of Research and Economic Development (ORED) Competitive Proposals Internal Reviewer

2017-Present Proposal Reviewer, Society for Information Technology and Teacher Education Annual Conference SIG Creativity / SIG Maker / SIG Social Media

2017-2020 Journal Reviewer, *British Journal of Educational Technology* (BJET)

2017-2019 Journal Reviewer, *Journal of Experiential Education* (IJEE)

2017-2020	Proposal Reviewer, AERA Annual Meeting SIG Design and Technology
2017-2020	Journal Reviewer, *International Journal for the Scholarship of Teaching & Learning* (IJ-SoTL)
2017	Review Committee, International Conference on Mathematics, Science and Technology Education (Kruger National Park, South Africa)
2016-2017	Special Issue Guest Co-Editor, *TechTrends*; Social media & emerging spaces: Professional development in the 21st century
2016-Present	Journal Reviewer, *International Journal of Designs for Learning* (IJDL)
2015-2016	Proposal Reviewer, Wyoming Department of Education Trust Fund Grant
2015-Present	Journal Reviewer, *TechTrends*
2013-Present	Proposal Reviewer, AECT International Convention Division of Distance Learning / Teacher Education Division
Fall 2014	Manuscript Editor, *SAGE Open*

Conference/Meeting Planning

2021	AECT Annual Convention Co-Planner (Chicago, IL + Virtual)
2020	PIDT Conference Organizer (Sandpoint, ID) [Canceled due to COVID-19]
2016	AECT Division of Distance Learning Annual Convention Planner (Las Vegas, NV)
2015	PIDT Conference Co-Planner (Estes Park, CO)
2014	AECT Annual Convention Co-Planner (Jacksonville, FL)
2014-2016	University of Wyoming College of Education Research Symposium Planning Committee (Laramie, WY)
2013	AECT Graduate Student Assembly Annual Convention Planner (Anaheim, CA)
2012	AECT Graduate Student Assembly Annual Convention Co-Planner (Louisville, KY)

Outreach/Community Service

2021-Present	University of Idaho Naval Pathways to STEM Scholarship, Selection Committee
2021-Present	Business Professionals of America (BPA) Idaho Region 2 Leadership Conference Judge; Podcasting & Media Production
2020-2021	Wellness for Educators, Board Member
2017-2018	Eureka! Palouse (Moscow, ID), Board Member
2015-2016	#AECTchat Twitter chat, Co-Moderator & Coordinator
2015-2017	#wyoedchat Twitter chat, Guest Moderator
2014-2017	Laramie Robotics Club, Faculty Mentor
2014-2017	Google Educator Group (GEG) – High Plains, Chapter Leader
2015-2017	University of Wyoming International Programs Office, Digital Consultant
2014-2017	Wyoming FFA Career Development Events Evaluator; Agricultural Technology & Mechanical Systems
2014-2015	ATD/IACET: Instructional Design Competency Study, Advisory Board Member
2013-2015	Laramie Friendship Families, International Student Host Family

Honors and Awards

2017	Faculty Award for Outstanding Service to the Education Profession, University of Wyoming
2016	Award for Advocacy, International Society for Technology in Education (ISTE)
2015	Presidential Award for Outstanding Service to AECT 2014-2015, Association for Educational Communications & Technology (AECT)

MEDIA HIGHLIGHTS

AECT to recognize global teaching and learning successes during the COVID-19 pandemic with HERO awards
April 27, 2021 — The global pandemic revealed many heroes in teaching and learning across the world. The Association for Educational Communications and Technology intends to identify and recognize them by establishing the Honoring Educational Revolutions in Online (HERO) Practice Awards. The awards will recognize innovative uses of educational technology across a variety of settings in response to the COVID-19 pandemic's impacts on teaching and learning.
https://www.prnewswire.com/news-releases/aect-to-recognize-global-teaching-and-learning-successes-during-the-covid-19-pandemic-with-hero-awards-301278434 html

Aha Moments in Adaptability

Spring 2021 — Going digital is not what Keara Sandy had in mind when she decided to become a teacher in hopes of connecting kids with nature. But when her first practicums switched from classroom to screen, two University of Idaho educators united to help students pivot. U of I Extension Educator Jim Ekins leads water science lessons as the regional partner for Project WET (Water Education Today). He shares the curriculum with Professor Tonia Dousay's students every year, but the hands-on nature of his lessons conflicted with pandemic protocols.
https://www.uidaho.edu/news/here-we-have-idaho-magazine/aha-moments

Using Amazon Echo, Google Home to Learn: Skill of the Future or Bad Idea?

February 4, 2020 — During the 2017-18 school year, Tonia Dousay, an associate professor of education at the University of Idaho's Doceo Center for Innovation + Learning, conducted a study in which she and a colleague used voice assistants and other artificial intelligence tools in classrooms across four Idaho K-12 school districts. She witnessed a wide range of uses, from helping students with learning disabilities develop communication skills to getting students excited about specific research projects.
https://www.edweek.org/ew/articles/2020/02/05/using-amazon-echo-google-home-to-learn.html

Tech Savvy Teachers

January 30, 2020 — U of I's Tonia Dousay and Cassidy Hall, from the Department of Curriculum and Instruction, are partnering with Google to produce future Idaho teachers ready to effectively use technology in the classroom. As one of four universities currently participating in a pilot program, the project integrates the Google for Education Teacher Center training materials into existing coursework to help future teachers enhance pedagogy, get organized and save time using the core G Suite tools commonly found in K-12 classrooms. https://www.uidaho.edu/news/news-articles/kudos/2020-spring/013020-toniadousay-cassidyhall

Creating kids who code

August 03, 2019 — UI's annual coding camp introduces children to a valuable skill, allows Idaho teachers to earn a computer science certification. After a week of learning coding skills at the University of Idaho, a cohort of local middle school-aged children celebrated with a final task: cracking a "secret message" from

"Russia." For the past week, the young students participated in an annual summer coding camp offered through the UI's Doceo Center in the College of Education, Health and Human Sciences.
https://dnews.com/local/creating-kids-who-code/article_153551fe-d0f1-5393-a8ef-ae9109cf1db4.html

Is Alexa the newest teaching assistant?

April 03, 2019 — "Alexa, watch the class!" A middle school teacher left the classroom for a few minutes, relying on the Echo Dot they left behind to keep their students in line, Tonia Dousay said. But did it work? Dousay said that it did — even though Echo Dots are not equipped with a camera. Dousay, an assistant professor and researcher for the Doceo center and Doceo Director Cassidy Hall presented for the Martin Renfrew Interdisciplinary Colloquium Tuesday afternoon. The Doceo Center, located on the third floor of the Education building on campus, researches new technologies and how they can be incorporated into the classroom.
https://www.uiargonaut.com/2019/04/03/is-alexa-the-newest-teaching-assistant

University Makerspaces Open Doors to K–12 Schools

May 2017 – The University of Wyoming's WyoMakers is one of several makerspaces around the United States that are hosted by university colleges of education and invite K–12 teachers and students to use their facilities for science, technology, engineering, and math (STEM) and design projects. With funding from her two-year Mary Ellbogen Garland Early Career Fellowship, Tonia Dousay, assistant professor of instructional technology, launched WyoMakers to provide equipment, tools, and software to teachers seeking to give students more opportunities for hands-on learning.
http://static.nsta.org/pdfs/nstareports/nstareports201705.pdf

UW's Dousay Receives Honors, Opportunities at National Maker Faire

July 25, 2016 — A trip to Washington, D.C., to represent the University of Wyoming at the 2016 National Maker Faire this summer yielded the expected opportunities to spotlight UW's emerging work in the movement for College of Education faculty member Tonia Dousay, along with a couple of surprising twists -- including an invitation from the White House Office of Science and Technology Policy.
http://www.uwyo.edu/uw/news/2016/07/uws-dousay-receives-honors,-opportunities-at-national-maker-faire.html

UW's Dousay Recognized for Advocacy, Collaborations in Education Technology

May 16, 2016 — University of Wyoming College of Education faculty member Tonia Dousay recently received the International Society for Technology in Education (ISTE) Award for Advocacy.
http://www.uwyo.edu/uw/news/2016/05/uws-dousay-recognized-for-advocacy,-collaborations-in-education-technology html

UW's Dousay Honored by Instructional Technology Organization

September 21, 2015 — University of Wyoming College of Education faculty member Tonia Dousay's work to enhance the online student learning experience has received national recognition from the Association for Educational Communications and Technology (AECT).
http://www.uwyo.edu/uw/news/2015/09/uws-dousay-honored-by-instructional-technology-organization.html

UW's Saturday U Scheduled March 7 in Jackson

March 2, 2015 — The spring term of Saturday U, the University of Wyoming's free one-day college education program, comes to an end Saturday, March 7, in Jackson.
http://www.uwyo.edu/uw/news/2015/03/uws-saturday-u-scheduled-march-7-in-jackson html

New UW Program Targets Hands-On Learning

February 10, 2015 — New opportunities to engage students in creative projects drawing on design and problem-solving skills have been opened at the University of Wyoming's College of Education as a result of a new program called WyoMakers.
http://www.uwyo.edu/uw/news/2015/02/new-uw-program-targets-hands-on-learning html

UW's Dousay Chosen to Attend Google Teacher Academy

October 27, 2014 — University of Wyoming Assistant Professor of Instructional Technology Tonia Dousay joins a select group of educators participating in the next Google Teacher Academy Dec. 2-3 in Austin, Texas.
http://www.uwyo.edu/uw/news/2014/10/uws-dousay-chosen-to-attend-google-teacher-academy.html

CURRICULUM VITAE

University of Idaho

NAME: Aleksandra Hollingshead **DATE:** 01.21.2021

RANK OR TITLE: Associate Dean of Inclusion
Associate Professor, with tenure

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:
Education Building 506
83844-3082

OFFICE PHONE: 208.885.0629
FAX: 208.885.0560
EMAIL: ahollingshead@uidaho.edu

WEB:
http://www.uidaho.edu/ed/ci/aleksandra-hollingshead

DATE OF FIRST EMPLOYMENT AT UI: July, 2013

DATE OF TENURE: August 2019

DATE OF PRESENT RANK OR TITLE: March 2020

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

- Doctor of Education, University of Cincinnati, Cincinnati, OH, August 2013, Special Education,
  Dissertation topic: Broadening the Definition of Engagement of Students with Significant Disabilities to include Behavioral, Cognitive, and Emotional Components: A Phenomenological Study of Experts' Perceptions
- Master of Education, Antioch University McGregor, Yellow Springs, OH, June 2008, Mild/Moderate and Moderate/Severe Disabilities Intervention Specialist K-12
- Master of Science, Silesian University, Katowice, Poland, April 2003, Political Science,
- Bachelor of Science, Silesian University, Katowice, Poland, April 2003, Political Science and Philosophy

Certificates and Licenses:

- Ohio Teaching Certificate # OH1539144; Intervention Specialist (K-12), Mild/ Moderate and Moderate/ Intensive Disabilities

EXPERIENCE:
Teaching, Extension and Research Appointments:

- Associate Dean of Inclusion (25%): College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, March 2020- present
- Affiliated Faculty: Center on Disability and Human Development, University of Idaho, Moscow, ID, 2019-present.
- Associate Professor, Special Education: College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, August 2019- present
- Assistant Professor, Special Education: College of Education, University of Idaho, Moscow, ID, July 2013-2019

- Adjunct Professor, Special Education; Ball State University, Muncie, IN, January 2016-May 2016
- Adjunct Professor, Special Education: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, January 2011- June 2013
- Graduate Assistant for 325T OSEP grant: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2012-July 2013
- Graduate Assistant for special education program: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2011-July 2013
- University Practicum Supervisor: College of Education, Criminal Justice, & Human Services, University of Cincinnati, Cincinnati, OH, August 2011-December 2012
- Virtual Intern for Louisiana Autism Spectrum and Related Disabilities (LASARD) Project: Louisiana's University Center for Excellence in Developmental Disabilities, New Orleans, LA, August 2011- December 2011
- Virtual Intern for National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP): University of Florida, Gainesville, FL, June 2011-August 2011
- Intervention Specialist: Social Communication Classroom for students with autism and severe behaviors, Warren County ESC, Middletown, OH, August 2007- June 2011
- Summer Program Intervention Specialist: The Kelly O'Leary Center, Cincinnati Children's Hospital, Cincinnati, OH, May 2010-August 2010
- Tutor: Wayne Local Schools, Waynesville, OH, January-May 2007
- Substitute Teacher: Warren County ESC, Lebanon City Schools, Kings Local Schools, OH, August 2006-June 2007

TEACHING ACCOMPLISHMENTS:
Areas of Specialization: Special Education

Courses Taught:
University of Idaho

EDSP 300	Individuals with Exceptionalities (face-to-face, 2013-present)
EDSP 448/548	Special Education Curriculum (synchronous & asynchronous online class; 2013-present)
EDSP 423	Collaboration (synchronous & asynchronous online class; 2014-present)
EDSP 504	Evidence Based Practices in Special Education, Doctoral Seminar (synchronous & asynchronous online class; 2014-2015)
EDSP 519	Orientation to Autism Spectrum Disorder (synchronous & asynchronous online class; 2017-present)
EDSP 520	Education of People with Disabilities (asynchronous online class, 2017-present)
EDSP 597	Practicum (asynchronous online class, 2015-present)
EDSP 599	Non-thesis Master's Research (asynchronous online class, 2013-present)
EDCI 404	Exploring own perceptions of diversity (study abroad course; 2016)
EDCI 418	Culturally Responsive Pedagogy (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 420	Gender and Sexual Diversity in Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 421	Racial and Ethnic Diversity in Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 422	Socio-Economic Diversity in Rural Schools (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 424	Universal Design for Learning (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 426	Working with Native American Students and Communities (asynchronous class; part of the academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning; 2019-present)
EDCI 502	DS: Publishing Research Results (directed study; 2019)

University of Cincinnati

SPED 4013	Universal Design for Learning and Assistive Technology (face-to-face; 2013)
SPED 519	UDL and Assistive Technology (face-to-face; 2012)
SPED 600	Challenging Learners in Society (asynchronous online class; 2011)
SPED 7091	Master's Project (synchronous & asynchronous online class; 2013)
SPED 7052	Advanced Universal Design for Learning and Assistive Technology (synchronous & asynchronous online class; 2012)
SPED 725	Advanced Instructional Methods (synchronous & asynchronous online class; 2011)

Ball State University

SPCE 579	Educational Methods for Children and Youth with Physical and Multiple Disabilities (asynchronous online class; 2016)

Students Advised:

University of Idaho (2013-present)

Undergraduate Students: a secondary adviser for undergraduates who choose special education endorsement

Graduate Students:

[redacted] (Ph.D., major professor)
[redacted] ~~(Ph.D., major professor)~~ dropped out
[redacted] (M.Ed.)
[redacted] (M.Ed.)
[redacted] (M.Ed.)
[redacted] ~~(M.Ed.~~) dropped out
[redacted] (M.Ed.)

Advised to completion of degree- major professor:

[redacted] (Ph.D., 2018)
[redacted] (M.Ed., 2014)
[redacted] (M.Ed., 2015)
[redacted] (M.Ed., 2015)
[redacted] (M.Ed., 2015)
[redacted] (M.Ed., 2015)
[redacted] (M.Ed., 2016)
[redacted] (M.Ed., 2016)
[redacted] (M.Ed., 2016)
[redacted] (M.Ed., 2016)
[redacted] (M.Ed, 2017)
[redacted] (M.Ed, 2017)
[redacted] (M.Ed., 2018)
[redacted] (M.Ed., 2018)
[redacted] (M.Ed., 2019)

Advised to completion of degree- committee member:

[redacted] (Ed.D.)
[redacted] (Ph.D.)
[redacted] (Ph.D.)
[redacted] (Ph.D.)

Doctoral committee service:

[redacted] (Educational Leadership)
[redacted] (Curriculum and Instruction)
[redacted] (Curriculum and Instruction)
[redacted] (Special Education)

Materials Developed:

Hollingshead, A. & Haltinner, K. (2017). Universal Design for Learning and Culturally Responsive Pedagogy. *University of Idaho Academic Certificate Program and Professional Development Materials.*

Hollingshead, A. (2012). Environmental Supports for Students with Autism. *LASARD Internet Modules.*

Courses Developed:

- EDSP 504: Evidence-Based Practices in Special Education, (2014-2015)
- EDCI 404: Exploring Own Perceptions of Diversity, (Student trip abroad in Poland), (2016)
- EDCI 424: Universal Design for Learning (2019)
- EDSP 504: ST: Understanding Research (2021)

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:

Invited Guest Lectures:

University of Idaho

EDSP 300 Individuals with Exceptionalities; topic: Universal Design for Learning (synchronous session, 2020)
EDSP 300 Individuals with Exceptionalities; topic: Assistive Technology (face-to-face, 2013-2014)
EDSP 300 Individuals with Exceptionalities; topic: Autism (face-to-face, 2015)
SOC 301 Introduction to Diversity and Stratification; topic: A cultural-historical view to special education: From a deficiency model to exceptionalities (face-to-face, 2014, 2016, 2017)
SOC 403 Diversity & Disability (Face-to-face, 2016)

Washington State University

SpecEd 520 Teaching in Inclusive Settings; topic: Assistive Technology (face-to-face in Pullman & televised media to Spokane campus, 2017)

University of Cincinnati

SPED Assessment and Curriculum Planning for Mild to Moderate Disabilities (synchronous session, 2015)
SPED Assessment and Curriculum Planning for Moderate to Intense Disabilities (synchronous session, 2013)
SPED Instructional Strategies for Moderate to Intense Disabilities (face-to-face session; 2010-2011)
SPED Teaching Reading and Writing to Students with Significant Needs (face-to-face; 2010-2011)
SPED Assessment and Curriculum Planning for Moderate to Intense Disabilities (face-to-face; 2010-2011)

Springfield College

EDUC 162 Exceptional Children; topic: Assistive technology (synchronous session, 2012)

Non-credit Classes:

- Life in America, High School #1, Bytom, Poland (June, 2014)
- Special Education in the United States, High School #1, Bytom, Poland (June, 2014)

Workshops:

- Education System in the USA, workshop for teachers, High School #1, Bytom, Poland (June, 2014)

Honors and Awards:

- Hoffman Teaching Excellence Award nomination, University of Idaho, 2017
- Hoffman Teaching Excellence Award nomination, University of Idaho, 2016
- Outstanding Doctoral Student Award, University of Cincinnati, 2013
- The Darwin T. Turner Scholars Program. Faculty Recognition Award. University of Cincinnati, 2013

SCHOLARSHIP ACCOMPLISHMENTS:
Publications, Exhibitions, Performances, Recitals:

Refereed/Adjudicated (blind review):
***marks publication authored by a mentored graduate student*

Hollingshead, A. (2021). Designing engaging online environment: Universal Design for Learning principles. *Research Anthology on Developing Effective Online Learning Courses*. IGI Global. (p. 516-530).

Hollingshead, A., Lowrey, K. A., & Howery, K. (2020). Universal design for learning: When policy changes before evidence. *Educational Policy. Online first*

Scheef, A., Hollingshead, A., & Barrio, B. (2020). Supporting students with intellectual disability in postsecondary education. *Journal of College Student Development. 61*(4), 528-531.

Hollingshead, A., & Carr-Chellman, D. (2019). Engaging learners in online environments utilizing Universal Design for Learning principles. *E-Learn.* (https://elearnmag.acm.org/archive.cfm?aid=3310383)

Mallone*, K., Fodor, J. & Hollingshead, A. (2019). Peer tutoring to support inclusion of students with moderate and severe intellectual disability at the secondary level. *Inclusion, 7*(1), 1-11.

Scheef, A., Hollingshead, A., & Voss, C. (2019). Peer support arrangements to promote positive post-school outcomes. *Intervention in School and Clinic, 54*(4), 136-145.

Owiny, R., Hollingshead, A., Barrio, B., & Stoneman*, K. (2019). Engaging pre-service teachers in universal design for learning lesson planning. *Inclusion, 7*(1), 12-23.

Hall*, C., Hollingshead, A., & Christman, J. (2019). Implementing video modeling to improve transitions within activities in inclusive classrooms. *Intervention in School and Clinic, 54*(4), 235-240.

Hollingshead, A., Williamson, P., & Carnahan, C. (2018). Cognitive and emotional engagement for students with severe intellectual disability defined by the scholars with expertise in the field. *Research and Practice for Persons with Severe Disabilities, 43*(4), 269-284.

Hollingshead, A. (2018). Designing engaging online environment: Universal Design for Learning principles. In K. L. Milheim (Ed.). *Cultivating Diverse Online Classrooms through Effective Instructional Design.* Hershey, PA: IGI Global.

Moore, E., Smith, F., Hollingshead, A., & Wojcik, B. (2018). Voices from the field: Implementing and scaling up Universal Design for Learning in teacher preparation programs. *Journal of Special Education Technology, 33*(1), 40-53.

Shurr, J. & Hollingshead, A. (2017). Diversity, severe disability, and family: A systematic review of the literature. *Research and Practice for Persons with Severe Disabilities, 42*(4). 259-272.

Barrio, B. & Hollingshead, A. (2017). Reaching out to paraprofessionals: Engaging professional development in rural communities. *Rural Special Education Quarterly, 36*(3), 136-145.

Lowrey, K. A., Hollingshead, A., Howery, K. & Bishop, J. (2017). More than one way: Stories of UDL, inclusive classrooms, and students with intellectual disability. *Research and Practice for Persons with Severe Disabilities, 42*(4), 225-242.

Lowrey, K. A., Hollingshead, A. & Howery, K. (2017). A closer look: Examining teachers' language around UDL, inclusive classrooms, and intellectual disability. *Intellectual and Developmental Disabilities, 55*(1), 15-24.

Hollingshead, A., Carnahan, C., Lowrey, K. A., & Snyder, K. (2017). Engagement for students with severe cognitive disabilities: The need for a common definition in education. *Inclusion, 5*(1), 1-15.

Barrio, B. L., Miller, D., Hsaio, Y-J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Cultural considerations for the Individualized Education Programming. *Intervention in School and Clinic, 53*(2), 114-119.

Servilio, K., Hollingshead, A., & Hott, B. (2017). Partnerships enhancing practice: A preliminary model of technology-based peer-to-peer evaluations of teaching in higher education. *Journal of Special Education Technology, 32*(1), 23-35.

Hollingshead, A., Kroeger, S., Altus, J., & Trytten- Brubaker, J. (2016). A case study of positive behavior supports-based interventions in a seventh grade urban classroom. *Preventing School Failure* 60(4),1-8.

Hollingshead, A., Wappett, M., & Erickson, N. (2015). Examining the effectiveness of technology-based intervention on student engagement and products of learning in an Earth science class. *DADD Online Journal 2*(1), 146-156.

Klein*, E., & Hollingshead, A. (2015). Collaboration between special and physical education: The benefits of a healthy lifestyle for all students. *TEACHING Exceptional Children, 47*(3), 163-171.

Carnahan C., Williamson, P., Hollingshead, A., & Israel, M. (2012). Using technology to support balanced literacy instruction for students with significant disabilities. *TEACHING Exceptional Children, 45*(1), 20-29.

Carnahan, C., Basham, J., Christman, J, & Hollingshead, A. (2012). Overcoming challenges: Going mobile with your own video models. *TEACHING Exceptional Children, 45*(2), 50-59.

Peer Reviewed/Evaluated (not blind review):

Hollingshead, A. (2020). How education leaders can support students with autism during school closures. *REL Northwest blog,* https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/support-students-with-autism.asp.

Scheef, A., Hollingshead, A., & Freedman*, R. (in press).

Hall, C., Mullins, R., Hollingshead, A., Dousay, T. (2019). Boosting communication: Using point of view (POV) video for students with disabilities as a powerful communication piece with parents. *Proceedings of Society for Information Technology & Teacher Education International Conference (pp.241-244), Las Vegas, NV. Association for the Advancement of Computing in Education (AACE). Retrieved April 12, 2019*

from https://www.learntechlib.org/p/208465.

Hollingshead, A. & Barrio, B. (2019). Working with paraprofessionals to support students with intellectual disability and autism spectrum disorders. In J. Shurr, Jimenez, B., & E. Bouck, (Eds.). *Evidence Based Practices for Students with Intellectual Disability and Autism Spectrum Disorder.* (47-71). Arlington, VA: Council for Exceptional Children.

Hollingshead, A. (2018). Engaging instruction for preservice general educators: Modeling UDL at a college level. *2018 UDL IRN Summit Proceedings (multimedia proceedings).* https://udl-irn.org/2018-summit-proceedings (password: UDLSummit18).

Hollingshead, A., Lowrey, K. A., & Howery, K. (2018). Voices of experts in Universal Design for Learning. *2018 UDL IRN Summit Proceedings (multimedia proceedings).* https://udl-irn.org/2018-summit-proceedings (password: UDLSummit18).

Hollingshead, A. (October 13, 2016). Article misrepresents universal design for learning framework. *A letter to the editor of The Chronicle of Higher Education.*
http://www.chronicle.com/blogs/letters/article-misrepresents-universal-design-for-learning-framework/

Klein*, E. & Hollingshead, A. (2016). Planning physical education within Universal Design for Learning framework to ensure quality instruction for all students. *SHAPE Idaho: A Journal for Idaho's Health and Physical Educators, Coaches, & Recreation Directors,* Winter 2016, 14-18.

Hollingshead, A. & Streagle, K. (2015). Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers. *UDL-IRN monograph.* 117-122.

Hollingshead, A. (2013). Teaching math content to students with significant disabilities: A textbox. In B. Billingsley, M. Brownell, M. Israel, & M. Kamman, (2013). *The Beginning Special Education Teacher's Survival Guide.* (p. 264-284). San Francisco, CA: Jossey-Bass.

Hollingshead, A. (2013). Teaching academic content to students with significant disabilities: A textbox. In In B. Billingsley, M. Brownell, M. Israel, & M. Kamman, (2013). *The Beginning Special Education Teacher's Survival Guide.* (p. 285-302). San Francisco, CA: Jossey-Bass.

Hollingshead, A. (2010). Use of visual schedules for students with autism- a case study. *ABA India 1*(2), 1-4.

Refereed/Adjudicated (blind review; currently submitted):

Malone, K., Fodor, J., & Hollingshead, A. (2020, under review). Increased interaction in social settings for students with intellectual disabilities using peer mentors and visual supports.

Peer Reviewed/Evaluated (not blind review; currently submitted):

Hollingshead, A. (2017, Under Review). UDL: It's the same thing I'm already doing. In K. A. Lowrey & D. Edyburn (Eds., in progress). *Critical Issues in Universal Design for Learning: Perspectives from the Field.*

Presentations and Other Creative Activities:

Invited Presentations:

Hollingshead, A. (2020, February). *Universal Design for Learning: Keynote Presentation.* Kellogg School district, Kellogg, ID.

Hollingshead, A. (2019, November). *Accessibility Panel: Universal Design for Learning-More Than Compliance (a panel presentation).* Digital Accessibility Workshop: Working Together for Everyone. NorthWest Academic Computing Consortium, Portland, OR.

Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation).* Learning by Design Conference, Coeur d'Alene, ID.

Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation).* Learning by Design Conference, Pocatello, ID.

Hollingshead, A. (2017, June). *Designing engaging instruction within Universal Design for Learning framework. (a Keynote presentation).* Learning by Design Conference, Boise, ID.

Hollingshead, A. (2017, April). *Designing engaging instruction for ALL learners: Universal Design for Learning framework (3 hour workshop)*. Federal Programs Conference, Boise, ID.

Hollingshead, A. (2016, June). *Using technology to support balanced literacy approach.* Be a Reading Hero Conference, SESTA Idaho, Moscow, ID.

Hollingshead, A. (2013, October). *Instructional strategies that support academic engagement of students with autism and related disabilities.* Idaho Council for Exceptional Children State Conference, Sun Valley, ID.

Hollingshead, A. (2013, October). *I have an iPad in my classroom. Now what?! Ideas for implementation to support social-communication skills within the UDL framework.* Idaho Council for Exceptional Children State

Conference, Sun Valley, ID.

Carnahan, C. & Hollingshead, A. (2013, March). Meeting the vocabulary learning needs of students with mild to moderate disabilities: Considerations of language processing and executive functioning. *Vocabulary Workshop by University of Cincinnati's Literacy Research and Innovation Center.* Cincinnati, OH.

Hollingshead, A., (2012, June). *Instructional strategies that support academic engagement of students with autism and related disabilities.* Presentation at the Louisiana Autism Spectrum and Related Disabilities Project Summer Institute, New Orleans, LA.

Hollingshead, A., (2012, June). *I have an iPad in my classroom. Now what?: Ideas for implementation to support social-communication skills.* Presentation at the Louisiana Autism Spectrum and Related Disabilities Project Summer Institute, New Orleans, LA.

National Presentations

Hollingshead, A. (2020, June). *Universal Design for Learning and students with the most complex learning needs. Virtual presentation in lieu of :*Pre-conference workshop at UDL-IRN Summit 2020, San Francisco, CA.

Evmenova, A. S., Hollingshead, A., Lowrey, A., & Rao, K. (2019, March). *UDL in higher education: Exploring guidelines and checkpoints in existing literature.* UDL-IRN Summit 2019, Orlando, FL.

Hollingshead, A. (2019, March). *Complexity of engagement.* UDL-IRN Summit 2019, Orlando, FL.

Hollingshead, A. & Lowrey, K. A. (2019, March). *Voices of experts in research on Universal Design for Learning.* UDL-IRN Summit 2019, Orlando, FL.

Hall, C., Dousey, T., Hollingshead, A. (2019, March). *Boosting communication: Using point of view (POV) video for students with disabilities as a powerful communication piece with parents.* Society for Information Technology & Teacher Education conference, Las Vegas, NV.

Shurr, J., Jimenez, B., Carrero, K., & Hollingshead, A. (2019, February). *Using the four learning stages as the basis for research-based practice and instruction in autism and intellectual disability.* Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.

Scheef, A., Hollingshead, A., & Voss, C. (2019, January). *Peer support arrangements to promote positive post-school outcomes for students with disabilities.* Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.

Hollingshead, A. (2018, June). *Cognitive and emotional engagement for students with significant cognitive disability defined by the experts.* American Association on Intellectual and Developmental Disabilities conference, St. Louis, MO.

Hollingshead, A., & Lowrey, K.A. (2018, June). *Voices of experts in Universal Design for Learning research.* American Association on Intellectual and Developmental Disabilities conference, St. Louis, MO.

Hollingshead, A. (2018, April). *Engaging instruction for pre-service general educators: Modeling UDL at a college level.* UDL-IRN International Summit, Orlando, FL.

Hollingshead, A., & Lowrey, K.A. (2018, April). *Voices of experts in Universal Design for Learning.* UDL-IRN International Summit, Orlando, FL.

Hollingshead, A. & Barrio, B. (2017, April). *Reaching out: Engaging paraprofessionals in rural communities.* Presentation at the Council for Exceptional Children Annual Conference, Boston, MA.

Hollingshead, A., Lowrey, K. A., & Howery, K. (2017, January). *General education teachers' stories about UDL implementation and engagement in learning of students with moderate to severe disability.* 18h International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.

Lowrey, K. A. & Hollingshead, A. (2016, August). *Do or not do; there is no try.* Presentation at the second annual CAST symposium, Cambridge, MA.

Lowrey, K. A., Hollingshead, A., Howery, K., & Bishop, J. (2016, April). *Teacher stories about UDL and students with intellectual disability.* Presentation at the Council for Exceptional Children Annual Conference, St. Louis, MO.

Karsky* J. & Hollingshead, A. (2016, January). *Computer aided instruction to support social skills of adolescents with autism spectrum disorders.* 17th International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Honolulu, HI.

Hollingshead, A. (2015, December). *Technology integration and student engagement: Rural teachers' perspectives.* Presentation at the TASH 2015 Annual Conference, Portland, OR.

Hollingshead, A. & Barrio, B. (2015, December). *Culturally responsive strategies for engagement of students with severe cognitive disabilities.* Presentation at the TASH 2015 Annual Conference, Portland, OR.

Hollingshead, A. & Barrio, B. (2015, November). *Reaching out to paraprofessionals: Engaging professional development in rural communities.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2015 Annual Conference, Mission Palms, AZ.

Owiny R., & Hollingshead, A. (2015, November). *UDL in a teacher preparation program.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2015 Annual Conference, Mission Palms, AZ.

Hollingshead, A., Servilio, K., & Hott, B. (2015, April). *Supporting early career faculty through Partnerships that Enhance Practice (PEP).* Presentation at the Council for Exceptional Children Annual Conference, San Diego, CA.

Klein*, E., & Hollingshead, A. (2015, April). *Common Core changing adaptive PE: Collaboration between special and physical educators.* Presentation at the Council for Exceptional Children Annual Conference, San Diego, CA.

Hollingshead, A. & Barrio, B. (2015, January). *Culturally responsive strategies for engagement of students with severe cognitive disabilities.* 16th International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.

Hollingshead, A. & Erickson, N. (2015, January). *Examining the effectiveness of technology-based intervention in an earth science class on student engagement and products of learning.* 16th International Conference on Autism, Intellectual Disabilities, & Developmental Disabilities, DADD-CEC, Clearwater Beach, FL.

Servilio, K., Hollingshead, A., & Hott, B. (2014, November). *Supporting early career faculty through Partnerships that Enhance Practice (PEP).* Presentation at the Teacher Education Division of the Council for Exceptional Children 2014 Annual Conference, Indianapolis, IN.

Hollingshead, A., Streagle, K., & Barrio, B. (2014, November). *Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers*. Presentation at the Teacher Education Division of the Council for Exceptional Children 2014 Annual Conference, Indianapolis, IN.

Hollingshead, A. (2014, April). *A phenomenological study of the experts on defining engagement.* Presentation at the Council for Exceptional Children Annual Conference, Philadelphia, PA.

Hollingshead, A. & Streagle, K. (2014, March). *Modeling Universal Design for Learning Principles in a College Classroom: A Means to Engage Pre-service Teachers*. UDL-IRN National Summit, Baltimore, MD.

Hollingshead, A. & Carnahan, C. (2013, November). *Involving teacher assistants with intellectual disabilities in the preparation of preservice educators.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2013 Annual Conference, Ft. Lauderdale, FL.

Hollingshead, A. (2013, November). *Modeling Universal Design for Learning principles in a college classroom.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2013 Annual Conference, Ft. Lauderdale, FL.

Hollingshead, A. & Carnahan, C. (2013, December). *Involving teacher assistants with intellectual disabilities in the preparation of preservice educators.* Presentation at the TASH 2013 Annual Conference, Chicago, IL.

Hollingshead, A. (2013, December). *A phenomenological study of the experts on defining engagement.* Presentation at the TASH 2013 Annual Conference, Chicago, IL.

Hollingshead, A., Kroeger, S., Christman, J & Altus, J. (2013, April). *Effectiveness of a behavior intervention package in an urban classroom.* Presentation at the Council for Exceptional Children 2013 Annual Conference, San Antonio, TX.

Hollingshead, A. (2012, November). *Broadening the definition of engagement for students with significant disabilities.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.

Christman, J., Hollingshead, A., Kroeger, S., & Altus, J. (2012, November). *Effectiveness of a behavior intervention package in an urban classroom.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.

Williamson, P., Carnahan, C., Snyder, K., & Hollingshead, A. (2012, November). *Analysis of critical teaching events: Preparing teachers of students with severe disabilities.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2012 Annual Conference, Grand Rapids, MI.

Hollingshead, A. (2012, April). *Promoting the academic engagement of students with significant disabilities.* Presentation at the Council for Exceptional Children 2012 Annual Conference, Denver, CO.

Carnahan, C., Moomaw, S., Hollingshead, A., Williamson, P., & Meyer, H. (2012, April). *Math instruction for students with ASD: Linking learning needs to instruction.* Presentation at the Council for Exceptional Children 2012 Annual Conference, Denver, CO.

Hollingshead, A. (2011, November). *Preparing pre-service special education teachers for implementing engaging instruction: A review of literature.* Presentation at the Teacher Education Division of the Council for Exceptional Children 2011 Annual Conference, Austin, TX.

Carnahan, C., Williamson, P., & Hollingshead, A. (2011, April). *Supporting balanced literacy for students with significant needs through technology.* Presentation at the Council for Exceptional Children 2011 Annual Conference, National Harbor, MD.

Snyder, K. & Hollingshead, A. (2011, April). *A virtual coaching collaborative project: Preliminary findings*.

Presentation at the Council for Exceptional Children 2011 Annual Conference, National Harbor, MD.
Hollingshead, A. (2011) *Designing group instruction for students with significant disabilities integrating technology and unit planning,* Presentation at 29th Annual Indiana ED Conference, CCBD, Nashville, IN.

State and Regional Presentations

Hollingshead, A. (2018, October). *Video modeling: Evidence based practice to combat behavioral and instructional needs.* Idaho Council for Exceptional Children conference, Boise, ID.
Hollingshead, A. (2018, October). *Universal Design for Learning.* Idaho CEC conference, Boise, ID.
Hollingshead, A. (2018, March). *Universal Design for Learning: A comprehensive framework to ensure learning of all students.* Malcolm Renfrew Interdisciplinary Colloquium, University of Idaho.
Hollingshead, A. (2017, April). *Creating inclusive learning experiences through UDL.* Active Learning Symposium, University of Idaho.
Hollingshead, A., Streagle, K., Gallup, J., & Cox, A. (2016, September). *Inclusion for students with autism and severe disabilities (a panel discussion)*. Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. (2016, September). *Student engagement in UDL.* Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. (2016, September). *Beyond video modeling- A make and take session.* Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. (2015, October). *Designing instruction using the principles of structured teaching. Part 1 & 2.* Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. (2015, October). *Beyond video modeling: The next generation.* Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. & Barrio, B. (2015, February). *Reaching out to paraprofessionals: Engaging professional development in rural communities.* 11th Annual Globalization, Diversity, and Education Conference, Spokane, WA.
Hollingshead, A. (2014, October). *Engaging communication strategies: Low and high tech ideas. Part 1 & part 2.* Idaho Council for Exceptional Children State Conference, Boise, ID.
Hollingshead, A. (2012, November). *Designing group instruction for students with ASD.* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
Hollingshead, A. (2012, November). *I have an iPad: Ideas for implementation to support social-communication skills.* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
Hollingshead, A. (2012, August). *Implementing technology to design engaging group instruction for students with autism spectrum disorders.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Hollingshead, A. (2012, August). *Setting up an environment for engagement in learning.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Birri, N., & Hollingshead, A. (2012, August). *Using technology to teach social skills to people with ASD.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Hollingshead, A. (2012, February). *Promoting the academic engagement of students with significant disabilities.* Research Spring Conference, Cincinnati, OH.
Hollingshead, A. (2011, November). *Increasing engagement of students with ASD during group instruction.* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
Carnahan, C., Williamson, P. & Hollingshead, A. (2011, November). *Supporting balanced literacy for students with significant needs through technology.* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.
Snyder, K. & Hollingshead, A. (2011, August). *A virtual coaching collaborative project: Preliminary findings.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Hollingshead, A., & Leicht, M. (2011, August). *Engagement across lifespan.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Hollingshead, A., & Christman, J. (2011, August). *Beyond Video Modeling: The Next Generation.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.
Snyder, K. & Hollingshead, A. (2011, February). *A virtual coaching collaborative project: Preliminary findings.* Research Spring Conference, Cincinnati, OH.
Carnahan, C., Williamson, P., & Hollingshead, A. (2010, November) *Balanced literacy and tech for students with significant disabilities.* Ohio Center for Autism and Low Incidence Conference, Columbus, OH..
Carnahan, C., Basham, J., Christman, J., & Hollingshead, A. (2010, November). *Beyond video modeling: The evidence is in, but what is next?* Ohio Center for Autism and Low Incidence Conference, Columbus, OH.

Hollingshead, A. (2010, August). *Designing group instruction for ASD students: Utilizing alternate assessment applications, technology, and hands-on activities*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.

Hollingshead, A., & Even, C. (2010, August). *Integrating video across the school day: Video modeling, instruction, staff training, and reinforcement*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.

Hollingshead, A., & Snyder, K. (2009, August). *Using rules and routines to support individuals with ASD.* Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.

Hollingshead, A. (2009, August). *Using data in the classroom to get you to your goal*. Regional Autism Advisory Council (RAAC) Summer Institute, Cincinnati, OH.

Grants and Contracts Awarded:

Submitted ($)

Current ($5500)

Hollingshead, A. (Awarded $1500, January, 2021). Exploring Universal Design for Learning Framework in an Online Class. *Teaching Innovation Program. Center on Teaching and Learning, University of Idaho.*

Scheef, A., & Hollingshead A. (Awarded $4000, September, 2019). Vandal QUEST: Inclusive postsecondary opportunities at the University of Idaho. *Steppingstones, Inc.*

Completed ($56,027.14)

Hollingshead, A. & Haltinner, K. (Awarded $4998, summer 2017). Cultural competency and Universal Design for Learning: Providing relevant instruction to all students. *College of Education and College of Letters, Arts, and Social Sciences Funding, University of Idaho.*

Hollingshead, A. (Awarded $2000, December 2013). It is More than Pierogies: Engaging students in exploration of diversity Through Teaching and Sightseeing in Poland. *International Programs, University of Idaho.*

Hollingshead, A. (Awarded $18,544.41, September 2014). Engaging special education teachers from rural areas: A virtual community of practice to share technology implementation ideas. *Doceo Center for Innovation & Learning, University of Idaho.*

Barrio, B., & Hollingshead, A. (Awarded $5000, May 2014). Reaching out to paraprofessionals: Engaging professional development in rural communities. *Washington State University College of Education Faculty Funding.*

Hollingshead, A. & Barrio, B. (Awarded $5000, May 2014). Reaching out to paraprofessionals: Engaging professional development in rural communities. *University of Idaho College of Education Faculty Funding.*

Hollingshead, A., Carson, J., Wappett, M. (Awarded $15,000, October 2013). Systematic Integration of Technology for STEM Support in a Special Education Classroom (SIT STEM). *Doceo Center for Innovation and Learning, University of Idaho.*

Hollingshead, A., & Servilio, K. (Awarded $1,500, November 2013). Partnerships that Enhance Practice (PEP). *A mini grant funded by the Teacher Education Division of CEC.*

Carnahan, C., Williamson, P., Hollingshead, A., Snyder, K., & Tan, C. (Awarded, $2000, April 2012). What's the difference? Evaluating iPads, Laptops, and Traditional Books to promote engagement and learning for individuals with autism spectrum disorders. *College of Education, Criminal Justice, and Human Services Instructional Research and Development Technology Grant, University of Cincinnati.*

Carnahan, C., Williamson, P., Snyder, K., Hollingshead, A., & Li, X. (Awarded $1985, April 2012). Virtual coaching: A new model of providing support to pre-service teachers in the field. *College of Education, Criminal Justice, and Human Services Instructional Research and Development Technology Grant, University of Cincinnati.*

Denied ($3,257,633.94)

Scheef, A., Hollingshead, A., & Carson, J. (Denied $483,676, September 2020). University of Idaho Vandal QUEST Program- Model Transition Program. *Transition and Postsecondary Programs for Students with Intellectual Disabilities (TIPSID), U.S. Department of Education.*

Scheef, A., Hollingshead, A., Raney, T., Carson, J., & Hannon, L. (Denied $30,333.54, January 2019). Vandal QUEST: Inclusive Post-Secondary Education at the University of Idaho. *Vandals Ideas Project, University of Idaho.*

Hollingshead, A. (Denied $11,659.08, April 2018). Implementation of Universal Design for Learning: Experts in the Field. *SEED grant, University of Idaho.*

Davies, M., Yopp, D., & Hollingshead, A. (Denied $648,593, 2017). The national rural education research center on professional development: A research-practitioner partnership. *IES.*

Hollingshead, A., Fodor, J., & Hall, C. (Denied $30,000.00; June 2017). Effective professional development for rural educators of students with autism spectrum disorders. *Organization for Autism Research.*

Hollingshead, A. & Hall,C. (Denied $30,000.00; June 2016). Effective professional development for rural educators of students with autism spectrum disorders. *Organization for Autism Research.*

Lowrey, K. A. (PI), Carnahan, C. (subcontractor), & Hollingshead, A. (subcontractor). (Denied $697.899.00; May 2016) Ensuring A Seamless Youth Transition (E.A.S.Y.-T). NIH R34. 2016-2019

Fodor, J. & Hollingshead, A. (Denied $249,945.32; June 2016). Doctoral preparation in special education with emphasis in autism spectrum disorders and other neurodevelopmental disabilities. OSEP CFDA Number: 84.325D.

Fodor, J., Hollingshead, A., Wappett, M. (Denied $192,415.00; August 2014). Doctoral preparation in special education with emphasis in autism spectrum disorders and other neurodevelopmental disabilities. OSEP CFDA Number: 84.325D.

Hollingshead, A. & Kimmons, R. (Denied $187,644; July 2014). An engaging induction model for secondary level early career in-service teachers. *The Arthur Vining Davis Foundations.*

Lowrey, K. A. (PI), Carnahan, C. (subcontractor), & Hollingshead, A. (subcontractor). (Denied $695,469.00; July 2014) Ensuring A Seamless Youth Transition (E.A.S.Y.-T). NIH R34. 2014-2017

SERVICE:

Major Committee Assignments:

- University of Idaho Tenure and Promotion Committee Member (2021)
- EHHS College Curriculum Committee (2020- present)
- Tenure and Promotion Committee Member/ Chair: Department of Curriculum and Instruction (2017-present)
- Tenure and Promotion Committee Member: CEHHS (2019)
- Dismissal Hearing Panel, University of Idaho (2019)
- University of Idaho Honors Program Internal Advisory Council (2019)
- University Curriculum Committee (2019-present)
- Faculty Appeals Hearing Board, University of Idaho (2017-2019)
- Special Education program coordinator (2017- present)
- Search Committee Chair for special education tenure track position (2016)
- Search Committee member for the Associate Dean of the College of Education (2017)
- Graduate Research and Policy Committee; Chair of the committee (2016-2017)
- Academic Hearing Board, University of Idaho (2014- 2015)
- Teacher Education Coordination Committee, University of Idaho (2014- present)
- University of Idaho College of Education Building Redesign Team; faculty participant (2014-2016)
- Graduate Research and Policy Committee; department representative (2013- 2016)
- Mentor faculty to first year female student; University of Idaho, Women's Center (2014-2015).
- Doctoral Program in Special Education planning committee (2013-present)
- Advanced Studies Committee (2013-present)
- Core Education Program Committee (2013-present)
- Special Education Program Committee 2013- present)
- Search Committee for the instructor at the DOCEO Center (2013)
- Mentor Teacher to Special Education Interns from University of Cincinnati, OH (2009-2011)
- Faculty Advisor- Idaho Tri-Universities Student Chapter of CEC (2013- 2015)
- Council for the Accreditation of Educator Preparation, a member of University of Cincinnati's Transformation Initiative Steering Committee (2012)
- A reviewer for the Ohio Fairness and Sensitivity Committee on Alternate Assessments revised for the Common Core State Standards, Columbus, OH (2012)
- Regional Autism Advisory Committee, Training Committee, Cincinnati, OH (2011-2013)
- Autism Society of Greater Cincinnati, Educational Committee Member, Cincinnati, OH (2009-2013)

Professional and Scholarly Organizations

- The Association for Persons with Severe Handicaps (TASH), (2012- 2018)
- American Association on Intellectual and Developmental Disabilities (AAIDD), (2016-2018)
- American Psychological Association, Division of Educational Psychology (2012- 2013)

- Universal Design for Learning Implementation Research Network (UDL-IRN), (2011- present)
- Council for Exceptional Children (CEC), (2007-present):
    - Division for Autism and Developmental Disabilities,
    - Council for Children with Behavioral Disorders,
    - Division of Research,
    - Teacher Education Division,
    - Innovations in Special Education Technology (formerly Technology and Media)
- Idaho Council for Exceptional Children, (2013- present)
- Idaho CEC Division for Autism and Developmental Disabilities, (2013- 2020)

Offices Held in Professional Organizations/Service

- Vice-President for Innovations in Special Education Technology (ISET) division of the Council for Exceptional Children (2021)
- A member of board of directors for Education Northwest (Idaho representative) (2019-present)
- A member of the governing board for Regional Education Laboratory Northwest (REL Northwest) (2019-present)
- A representative for Innovations in Special Education Technology (ISET) to the Council for Exceptional Children Representative Assemby (2019- 2020)
- An Idaho representative to the CEC Representative Assembly (2019)
- A treasurer of the Idaho CEC Division for Autism and Developmental Disabilities (2018-2020)
- A past President of the Idaho CEC Division for Autism and Developmental Disabilities (2017)
- A President of the Idaho CEC Division for Autism and Developmental Disabilities (2016)
- An Idaho representative to the CEC Representative Assembly (2016-2017)
- An Advisory Board member and Professional Development Committee member at the UDL-IRN (2015-present)
- A President Elect of the Idaho CEC Division for Autism and Developmental Disabilities (2015)
- Chair of the TED Early Career SIG (2014-2015)
- A secretary to TED Early Career SIG (2012- 2013)
- A Vice-President of the Idaho CEC Division for Autism and Developmental Disabilities (2014-2015)
- A faculty advisor for Idaho Student Chapter of CEC (2013-2016)

Editorial Service

- Associate Editor, *FOCUS on Autism and Other Developmental Disabilities* journal (2020- present)
- Editorial Board Member, *FOCUS on Autism and Other Developmental Disabilities* journal (2013 – present)
- Ad-hoc reviewer for *Action Research* journal (2013)
- A Guest Reviewer for the *FOCUS on Autism and Other Developmental Disabilities* journal (2012- 2013)
- A Guest Reviewer for the *Journal of International Special Needs Education* (2015-present)
- A Guest Reviewer for the *Remedial and Special Education* (2016- present)
- A Guest Reviewer for the *Rural Special Education Quarterly* (2017-present)
- A Guest Reviewer for the *Journal of Online Learning Research* (2017- present)
- A Guest Reviewer for the *Journal of Teacher Education* (2019-present)
- A Manuscript Reviewer for Division on Autism and Developmental Disabilities Online Journal (conference proceedings; 2015-present)

International Service

- Social Work Center, Internship, Bytom, Poland (2002)
- Polish Secretary of Internal Affairs, Internship, Warsaw, Poland (2002)
- Service Civil International Volunteer Organization, Germany, the Netherlands, Latvia (1999-2001)

Proposal Reviewing

- Division on Autism and Developmental Disabilities, general session proposal reviewer, (2017-present)
- UDL IRN Annual Summit, general session proposal reviewer, (2015-present)
- Teacher Education Division of the Council for Exceptional Children, general session proposal reviewer, (2012-2015)

- Kaleidoscope session during TED conference, graduate student poster presentation reviewer, (2013-2015)
- Kaleidoscope session for TED conference, proposal reviewer, (2012- 2016)
- Kaleidoscope session for CEC conference, proposal reviewer , (2012- 2016)
- National Professional Development Center on Autism Spectrum Disorders, a trainee and article reviewer, 2012

Misc. Service

- University of Idaho Athena Mentorship Program Mentor to a Junior Faculty (2020-2021)
- Special Education Director of Graduate Studies (2016- present)
- Special Education Program Coordinator (2017-present)
- Curriulum and Instruction representative to the Program Prioritization ranking process (2017)
- Inclusive Education Task Force of the Idaho Council on Developmental Disability (2015-2016)
- A reviewer for the Ohio Fairness and Sensitivity Committee on Alternate Assessments revised for the Common Core State Standards (2012)

OUTREACH SERVICE:

Popular Press

- Halas, M. (06.13.2016). *American students taught English at a local high school.* Zycie Bytomskie, a local Polish newspaper.
- Halas, M. (06.02.2014). *American professor from Bytom.* Zycie Bytomskie, a local Polish newspaper.
- Nowacka-Goik, M. (05.30.2014). *"Smoleniaczka" from America"*. Dziennik Zachodni, a regional Polish newspaper.
- College of Education January 2014 Newsletter. *Alex Hollingshead spent part of her winter break in Poland, where she is planning a faculty-led study abroad opportunity for students.*

Technology

- Engaging special education teachers from rural areas: A virtual community of practice to share technology implementation ideas. Funded by the *Doceo Center for Innovation and Learning, University of Idaho.*
- Systematic Integration of Technology for STEM Support in a Special Education Classroom (SIT STEM)- outreach project in Moscow City Schools. Funded by the *Doceo Center for Innovation and Learning, University of Idaho.*

Workshops

- Chapman, E., Hollingshead, A., & Taylor, A. (November, 2020) Keeping it accessible; keeping it inclusive. *CETL professional development workshop for faculty at the University of Idaho*, Moscow, ID.
- Chapman, E., Hollingshead, A., & Taylor, A. (July, 2020). Making HyFlex, online, and other classes accessible and inclusive. *CETL professional development workshop for faculty at the University of Idaho*, Moscow, ID.
- Hollingshead, A. (October, 2019). Unpacking UNIVERSAL in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series*, Chicago, IL.
- Hollingshead, A. (October, 2019). Unpacking DESIGN in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series*, Chicago, IL.
- Hollingshead, A. (November, 2019). Unpacking LEARNING in Universal Design for Learning for students with most complex learning needs. *Infinitec webinar series*, Chicago, IL.
- Hollingshead, A. (September, 2018). Facilitating inclusion using the UDL framework. *A professional development workshop for teaching staff,* Moscow School District, Moscow, ID.
- Hollingshead, A. (August, 2018). Facilitating inclusion using the UDL framework. *A professional development workshop for special education staff,* Kellogg, Wallace, Mullan, ID.
- Hollingshead, A. (February, 2018). Creating inclusive learning experiences through UDL. *A professional development workshop for faculty at the University of Idaho*, Moscow, ID.
- Hollingshead, A. (January, 2018). Creating inclusive learning experiences through UDL. *A professional development workshop for faculty at the University of Idaho*, Moscow, ID.
- Hollingshead, A. (March, 2017). Universal Design for Learning and student engagement. *A professional development workshop for faculty at the University of Idaho*, Moscow, ID.
- Hollingshead, A. (December, 2016). Universal design for learning and student engagement.*An invited workshop for special education teachers in Lake Pend Orielle School District,* Sandpoint, ID.

- Hollingshead, A. (December, 2016). Visual supports in the classroom. *An invited workshop for teachers and paraprofessionals in Moscow School District*, Moscow, ID.
- Hollingshead, A. (October, 2016). Universal design for learning and student engagement. *An invited workshop for Region 1 and Region 2 special education directors,* Coeur d'Alene, ID.
- Hollingshead, A. (October, 2016). Universal design for learning and student engagement.*An invited workshop for special education teachers in Kelllogg, Mullan, and Wallace school districts.* Kellogg, ID.
- Hollingshead, A. (September, 2016). Multiple means of engagement. *A state-wide UDL symposium*, Coeur d'Alene, ID.
- Hollingshead, A. & Barrio, B. (August, 2015). Setting up for a successful school year: Strategies for behavior management. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and Uof I Colleges of Education Faculty Funding.*
- Hollingshead, A. & Barrio, B. (April, 2015). Strategies for meaningful inclusion and collaboration: How to facilitate social acceptance of students with disabilities. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and Uof I Colleges of Education Faculty Funding.*
- Hollingshead, A. & Barrio, B. (January, 2015). The principles of structured teaching to support behavior management, communication, and small group instruction. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and Uof I Colleges of Education Faculty Funding.*
- Hollingshead, A. & Barrio, B. (November, 2014). Assistive technology supports and evidence-based practices for students with learning disabilities, autism, and intellectual disabilities. *A professional development workshop for paraprofessionals from rural areas- project funded by the WSU and Uof I Colleges of Education Faculty Funding.*
- Carnahan, C. & Hollingshead, A. (2013). Meeting the vocabulary learning needs of students with mild to moderate disabilities: Considerations of language processing and executive functioning. *Vocabulary Workshop by University of Cincinnati's Literacy Research and Innovation Center.* Cincinnati, OH.
- Hollingshead, A. (2012). Planning for playdates for children with autism spectrum disorders. *A workshop for parents of children with autism by the Greater Cincinnati Autism Society.*

Other:

- Hollingshead, A. (2019, August). A panel participant for UDL IRN webinar titled *Network and Learn Series: UDL and Space Design.*
- Hollingshead, A. (2016, September). A host for UDL IRN webinar titled *Network and Learn Series: The UDL Research Base: Current Trends and Implications.*
- Hollingshead, A. (2016, January). A host for UDL IRN webinar titled *UDL Myths and Realities for Students with Severe Intellectual Disability.*

Awards:

- Excellence in Outreach and Engagement Award nomination, University of Idaho, 2016.
- Excellence in Outreach and Engagement Award nomination, University of Idaho, 2017.

PROFESSIONAL DEVELOPMENT

Teaching:

- Indian Education, *Professional Development Course, University of Idaho*, December 2020.
- Student Success Conference, *University of Idaho*, May 2018.
- Active Learning Symposium, *University of Idaho*, April 2017.
- Screencasting. *Doceo Center for Innovation and Learning,* February 2017.
- Advising Symposium, *University of Idaho,* August 2016.
- Teaching with Emerging Technologies: Google Content workshop. *Doceo Center for Innovation and Learning,* October 2013
- Multimodal Assignments workshop. *Doceo Center for Innovation and Learning,* November 2013

Scholarship:

- Finding Funding workshop. *University of Idaho,* fall 2014.
- NVivo Webinar: Mixed Methods Research: Analyzing Survey Data with NVivo, fall 2013

- Grant Writing workshop, *University of Idaho,* summer 2013

Administration/ Management:

- Univeristy of Idaho Leadership Academy, 2017-2018.
- University of Idaho Athena Mentorship Program Mentor to a Junior Faculty (2020-2021)

CURRICULUM VITAE

University of Idaho

NAME: Vanessa Anthony-Stevens **DATE:** 1.14.22

RANK: Associate Professor

DEPARTMENT: Curriculum & Instruction

OFFICE LOCATION AND CAMPUS ZIP:
ED 205, 875 Perimeter Drive MS 3080 Moscow, ID 83844-3080 **OFFICE PHONE:** 208. 885.0178
WEB: https://www.uidaho.edu/ed/ci/faculty/vanessa-anthony-stevens **EMAIL:** vstevens@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: January 1, 2015

DATE OF TENURE: 2020-2021

DATE OF PRESENT RANK OR TITLE: June 24, 2021

EDUCATION:

Ph.D. (2013) University of Arizona, Language, Reading & Culture
Specialization: Education and Anthropology
Committee: Dr. Leisy Wyman (Chair), Dr. Perry Gilmore, Dr. Norma Gonzalez, and Dr. Sheilah Nicholas
Doctoral Dissertation: *Indigenous Students, Families, and Educators Negotiating School Choice And Educational Opportunity: A Critical Ethnographic Case Study of Enduring Struggle and Educational Survivance in a Southwest Charter School*
M.A. (2008) University of Arizona, Language, Reading & Culture
B.A. (1999) Marquette University, Sociology

EXPERIENCE:
Teaching and Research Appointments:

Associate Professor of Social and Cultural Studies, Department of Curriculum & Instruction, University of Idaho, Moscow, ID, 2021-present.

Assistant Professor of Social and Cultural Studies, Department of Curriculum & Instruction, University of Idaho, Moscow, ID, 2015-2021.

Affiliate Faculty, American Indian Studies, Department of Sociology & Anthropology, University of Idaho, Moscow, ID, 2015-present

Director, Indigenous Knowledge for Effective Education Program (IKEEP), Department of Curriculum & Instruction, University of Idaho, Moscow, ID, 2016-2021.

Adjunct Faculty, San Carlos Apache College (SCAC), San Carlos, AZ. 2020.

Invited Instructor, American Indian Language Development Institute (AILDI), Department of Teaching, Learning and Sociocultural Studies, University of Arizona, Tucson, AZ. 2018/2019.

Assistant Professor of Practice, Department of Teaching, Learning and Sociocultural Studies, University of Arizona, Tucson, AZ, 2013-2014.

Adjunct Faculty, Tohono O'odham Community College (TOCC), Sells, AZ, 2013-2014.

Program Coordinator, Project SEED (Scholarships for Education and Economic Development – Strengthening

Mexican Indigenous elementary school education for teachers and teacher-coaches), Department of Teaching, Learning and Sociocultural Studies, University of Arizona, Tucson, AZ, 2010-2014.

Classroom Teacher, Ha:sañ Middle School, Ha:sañ Educational Services. Tucson, AZ. 2006-2010.

Classroom Teacher, San Carlos Unified School District, San Carlos, AZ, 2004-2006.

Non-Academic Employment including Armed Forces:
Peace Corps Volunteer, Urban Youth Development/Education, Asuncion, PY, 2002-2004.

AmeriCorps Volunteer, Boys Hope Girls Hope, Residential Counselor, Jacksonville, FL and Baltimore, MD. 1999-2001.

Consulting:
Braided Education Consulting in collaboration with Grand Coulee Dam School District, Grand Coulee, WA, 2020-2021.

Education Consultant, Coeur d'Alene Tribal Department of Education State Tribal Education Partnership (STEP), Plummer, ID. 2016-2020.

Education Consultant and Subject Matter Expert, Office of Indian Education, State Board of Education, Boise, ID. 2017-present.

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Diversity & Equity in Teacher Preparation and Leadership, Indigenous Education, Language, Power and Identity in Education, Anthropology of Education, Indigenous and Decolonial Research

Courses Taught:

University of Idaho
Teaching Culturally Diverse Learners, EDCI 302, 2015-present
Social Studies Methods for Elementary Educators, EDCI 328, 2015-present
Indigenous, Decolonizing, and Action Research Methods, ED 504, 2021
Mentorship for Future Indigenous Teachers, EDCI 404, 2019
Introduction to Indigenous Pedagogies, EDCI 404/504, 2017
Advanced Teacher Research, EDCI 404, 2017
Teacher Research, EDCI 404, 2016
Race and Education, EDCI 404, 2016, 2019
Language and Culture in Education: Inquiry into language research in education, EDCI 499, 2015
Indigenous and Decolonizing Research Methodologies, ED 591, 2018-2020
Mentorship for Future Indigenous Teachers, EDCI 404, 2019
Ways of knowing module in interdisciplinary research, WR 506, 2016
Race and Education, EDCI 504, 2016, 2019
Introduction to Indigenous Thought, EDCI 504, 2015
Research on preparing teachers for diversity: Theory and practice for educational equity, EDCI 502, 2015

University of Arizona
Creating Language and Cultural Resources for Teaching, TLS 480/LRC 580, 2018
Methods of Structured English Immersion, LRC 517, 2014
Language, Culture and Race in Education, LRC 204, 2013
Language and Culture in Education, LRC 504, 2013
Special Topics in Language, Reading and Culture: Intercultural education – Perspectives in Indigenous Education throughout the Americas, LRC 595a, 2013
Foundations of Social Theory (Teaching Assistant), LRC 796, 2012

Courses Developed:

University of Idaho
Decolonizing, Indigenous, and Action-Based Research Methods, ED 504, 2021
Professional Mentorship for Future Indigenous Teachers, EDCI 404/504, 2019
Indigenous and Decolonizing Research Methodologies, ED 591, 2018
Introduction to Indigenous Pedagogies, EDCI 404/504, 2017
Digital Storytelling, SOC/ANTH/AIST 404/504, 2017 (co-teacher with R. Pilgeram, R. Meeuf and P. Stevens)
Race and Education, EDCI 404/504, 2016, 2019

Professional Development Credit
Tribal Sovereignty (1cr), EDCI 505-02, 2021
Introduction to Indian Education in Idaho (1 cr), EDCI 505-07, Spring 2021
Culturally Responsive Curriculum Design (2 cr), EDCI 505-112, Spring 2021

University of Arizona
Creating Language and Culture Resources for Teaching, TLS480/LRC580, 2018 (University of Arizona)
Special topics in Language, Reading and Culture: Intercultural education – Perspectives in Indigenous Education throughout the Americas, LRC 595a, 2013

Graduate Advising:

Masters of Education, Major Professor
Eulalia Gallegos-Buitron, Med (cert emphasis), 2019
Rebekka Boysen-Taylor, MEd, 2019
Jennifer Baker, MEd (cert emphasis), 2020
Benjamin Doucette, MEd, 2021
Chrystyna Hernandez, MEd (cert emphasis/IKEEP), 2021
Calleigh LeFountaine, MEd (cert emphasis/IKEEP), 2021
Kendra Keen, MEd, 2019
Jessica Matsaw, MEd (cert emphasis/IKEEP), 2019
Bobbie Decker-Penny, MEd (IKEEP), 2020
Sienna Reuben, MEd (cert emphasis/IKEEP), 2021
Camille Wynecoop, MEd (cert emphasis/IKEEP), 2019

Doctoral, Major Professor
Graduated:
Shawn Campbell-Daniels, EdD, 2021, Dissertation Title: "Culturally Responsive/Relevant Professional Development: Impacts on Pre-service and In-service Educator Perceptions and Practice"
ABD:
Angel Sobotta, PhD in Curriculum & Instruction, 2022. Dissertation Title: "Titwáatit, Nimipuutímt, Wéetes: Ceptemelíxnikt Nimipuuwíitki kaa Cukwenéewit/The Stories,Niimíipuu People's Language, Land: Investigating The Nez Perce People's Way of Thinking and Knowing"
Eulalia Gallegos-Buitron, PhD in Curriculum & Instruction, 2022. Dissertation Title: "The K-12 Experiences of Latinx Students and Families in Southwest Idaho"
Laura Laumatia, PhD in Curriculum & Instruction, 2022. Dissertation Title: "Navigating New Waters: A Case Study of Settler Colonialism and the Role of Research in the Coeur d'Alene Tribe's Legal Fight to Protect its Homeland"
Lysa Salsbury, PhD in Curriculum & Instruction, 2023
In Progress:
Rebekka Boysen-Taylor, PhD, 2023
Iva Moss, PhD, 2024
Thomas Randolph, Co-Major Professor, PhD in Environmental Science, 2022

Graduate Committee Membership:

Paulina Griñó (Teaching and Teacher Education), Committee Member, PhD, 2018 (University of Arizona)
Melanie Fillmore (Political Science), Committee Member, MA, 2019 (Boise State University)
Martha Griselda Valencia Sánchez, Committee Members, MA, 2018 (Universidad Mayor de San Simón)
Sammy J. Matsaw. (Water Resources), Committee Member, PhD, 2020
Justin Scoggen (Curriculum & Instruction), Committee Member, PhD, 2023
Emilija Javanovska (Curriculum & Instruction), Committee Member, PhD, 2024
Sarah Quallen (Curriculum & Instruction), Committee Member, PhD, 2024
Avery Old Coyote (Water Resources), PhD, 2024

Non-credit Classes, Workshops, Seminars, Invited Lectures, etc.:

Anthony-Stevens, V. "*Addressing Race in Educational Research"* (December 8, 2021), Invited Speaker, EHHS Toward Critical a Consciousness Series, University of Idaho. Moscow, ID. (virtual)

Anthony-Stevens, V. *Indigenous Educational Sovereignty and Allyship* (October 27, 2021). Invited Speaker, College of Idaho, Caldwell, ID. (virtual).

Anthony-Stevens, V. *Anti-racism in Teaching and Administration* (October 5 & 6, 2021). Workshop presenter, College of Science Equity and Diversity Certificate Program, University of Idaho, Moscow, ID. (virtual)

Anthony-Stevens, V. *"Are we in this together? In search of the common good in education*. (September 21, 2021). Lecture prepared for the Moscow Human Rights Commission, Moscow, ID.

Anthony-Stevens, V., Stevens, P., Eitel, K., & Penney, S. *Co-Constructing Indigenous Research and Leadership in STEM Education* (April 9, 2021). Speaker, Malcom Renfrew Interdisciplinary Colloquium, University of Idaho, Moscow, ID. (virtual)

Anthony-Stevens, V., Stevens, P, & Braided Education Consulting. *Racial Justice and Equity Frameworks* (2020-2021), Facilitator, Grand Coulee Dam School District, Grand Coulee, WA. (virtual)

Anthony-Stevens, V. "*They Need to See Teachers Like Me": Transforming the Teacher Workforce* (November 5, 2020), Organizer and Moderator, EHHS Diverse Dialogues Series, University of Idaho. Moscow, ID. (virtual)

Anthony-Stevens, V., & Stevens, P. *Indigenous Education: Indigenous Knowledge Systems, Learning, and Alliances* (August 18, 2020), Invited Workshop in collaboration with Braided Education Consulting, Grand Coulee Dam School District, Grand Coulee, WA. (virtual)

Anthony-Stevens, V. *Supporting Native American Student in STEM: From deficit to strength* (August 4, 2020), Invited Speaker, Idaho STEM Action Center, Boise, ID. (virtual)

Anthony-Stevens, V. *What is culturally responsive teaching?* (November 4, 2019), Invited Speakers Series, Center for Excellence in Teaching and Learning, University of Idaho. Moscow, ID.

Anthony-Stevens, V. *Supporting Indigenous students in STEM: from deficit to strength* (July 31, 2019), Invited Speaker, Boise State University, Idaho Diversity Network. Boise, ID.

Anthony-Stevens, V. (March, 23, 2019). *Cultivating alliances: Supporting Indigenous educational sovereignty*. Invited Speaker, Eastern Washington Climate Science Workshop, Pacific Education Institute. Spokane, WA.

Anthony-Stevens, V. (March 21, 2018). *Why decolonization matters to all of us*. Invited Speaker, Circle of Scholars, North Idaho College. Coeur d' Alene, ID.

Anthony-Stevens, V. & Stevens, P. (November 9, 2017). *Cultivating alliances: Engaging the value of Indigenous knowledge*. Presenter, University of Idaho Tribal Summit on Education: University and Tribal Partnerships.

Moscow, ID.

Anthony-Stevens, V., & Wheeler, A. (June 12-13, 2017). *Essential understandings for Idaho Tribes and conceptual framework for culturally sustaining pedagogy*. Plenary Speech, Idaho Indian Education Summit. Boise, ID.

Anthony-Stevens, V. (February 13-16, 2017). *Soberanía educativa: concepto y acción desde el norte*. Encuentro International de Experiencias Docentes Bilingües e Interculturales y sus desafíos. Escuela Normal Bilingüe e Internacional de Oaxaca. San Jerónimo Tlacochahuaya, Tlacoluca, Oaxaca, MX.

Anthony-Stevens, V. (June 13-14, 2016). *Culturally responsive teacher education*. Idaho State Department of Indian Education Summit, Boise, ID.

Anthony-Stevens, V. (May 12, 2016). *La cultura en el plan y programa de estudios*. Escuela Primaria "Niños Héroes" de la comunidad de San Pedro Quiatoni. Tlacolula, Oaxaca, MX.

Anthony-Stevens, V. & Gonzalez, A. V. (April 20, 2016). *How our identities influence our perception of the world: Conversations around bias and privilege*. 2016 Cultural Literacy and Competency Symposium, University of Idaho. Moscow, ID.

Anthony-Stevens, V. (June 10-11, 2015). *Non-Native teachers working with Native students; (2) Strengthening multi-Cultural curriculum in the classroom*. Idaho State Department of Education's Indian Education Summit. Boise, ID.

Cassanova, S., O'Connor, B., & Anthony-Stevens, V. (April 8, 2015). *Ecologies of adaptation for Mexican Indigenous immigrant children and families*. Interdisciplinary Seminars on Transborder Studies, Program for Transborder Communities, Arizona State University. Tucson, AZ.

Anthony-Stevens, V. (April 24, 2014). *Cultivating both/and schooling opportunities for Indigenous Students: Research, projects and teaching paradigms of hope within constraining landscapes*. Department of Curriculum & Instruction, University of Idaho. Moscow, ID.

Anthony-Stevens, V., Jimenez, F., Ignacio, Y. (March 28, 2014). *A hybrid approach to strengthening Indigenous education: working the hyphens of decolonizing consciousness, bilingual/intercultural teaching methodologies and compliance with public policy*. Invited colloquium presentation, Department of Second Language Acquisition and Teaching, University of Arizona. Tucson, AZ.

Anthony-Stevens, V. (March 21, 2014). *Construyendo las identidades de estudiantes en base de sus fortalezas: Imaginando identidades tanto/y con estudiantes indígenas dentro de un terreno restringido*. University of Arizona US-Latin America Graduate College Initiatives. Tucson, AZ.

Anthony-Stevens, V. & Sarificio, D. (June 8, 2010). *Braiding your knowledge: An experiment braiding Science and Native language in a middle school Science classroom.* American Indian Language Development Institute (AILDI), University of Arizona. Tucson, AZ.

Honors and Awards:

2019	Dr. Arthur Maxwell Taylor Excellence in Diversity Award, University of Idaho, Nominee.
2019	Diversity Teaching Research Award, American Association of Colleges for Teacher Education (AACTE), Nominee.
2018	Andrew Carnegie Early Career Fellowship, Nominee.
2017	Recipient of Alumni Mentor Award, Alumni Awards of Excellence, University of Idaho.
2006-2012	Recipient of Peace Corps Coverdell Fellowship, University of Arizona, Graduate College.
2009-2012	Recipient of Graduate College Fellowship, University of Arizona, Graduate College.
2007-2011	Recipient of Graduate Diversity Fellowship, University of Arizona, Graduate College.
2011	First Place, Graduate & Professional Student Council Student Showcase, Education category,

University of Arizona.
2010 Recipient of Erasmus Circle Scholar Award, University of Arizona, College of Education.
2010-2012 Recipient of Miller, Mary F & Maude Scholarship, University of Arizona, College of Education.
2008-2010 Recipient of F. Robert Paulson Scholarship, University of Arizona, College of Education.
2008-2009 Recipient of Rollah E. Aston Scholarship-Education, University of Arizona, College of Education.
1998 Recipient of athletic scholarship, Marquette University, Women's Soccer.

SCHOLARSHIP ACCOMPLISHMENTS:

Refereed/Adjudicated:

Gallegos-Buitron, E. & **Anthony-Stevens, V**. (in press). Lessons from the New Latinx Diaspora in Idaho: Negotiating Access to School Success and Wellbeing. In E. Hamann, S. Herrera, E. G. Murillo, & S. Wortham (Eds.) *Imagineering Education in the New Latinx Diaspora: Anti-Nativist Visions of Promising and Inclusive Practices.* Teachers College Press, New York, NY.

Jones, J., **Anthony-Stevens, V**., & Bisbee, Y. (2018). Forward: *United Voices: Awakening Cultural Understandings of Idaho's Five Tribes*. Idaho State Department of Education Indian Education. Eagle, ID: Aloha Publishing.

Anthony-Stevens. V. (2018). Teaching intersecting marginalities: The challenges of rural teacher preparation. In K. Haltinner and L. Hormel (Eds.) *Teaching economic inequality and capitalism in contemporary America* (pp. 199-211). Zug, Switzerland: Springer International Publishing.

Anthony-Stevens, V. (2017). When high-stakes accountability measures impact promising practices: An Indigenous-serving Charter School. In G. Q. Conchas, M. Gottfried, B. M. Hinga & L. Oseguera (Eds), *Policy goes to school: Case studies on the possibilities and limitations of educational innovations* (pp. 69-82). New York, NY: Routledge.

Chew, K. A. B. & **Anthony-Stevens, V**. (2017). Teaching from a Place of Hope in Indigenous Education. *Anthropology News*, 58: e265–e269. doi:10.1111/AN.383

O'Connor, B., **Anthony-Stevens, V**., & González, N. (2014). Nurture and sustain a culture of collaboration, trust, learning, and high expectations. In R. Ylimaki (Ed.) *The New Instructional Leadership and the ISLLC Standards* (pp.10-26). New York: Routledge.

Anthony-Stevens, V., Stevens, P., & Nicholas, S. (2014). Teaching social justice in the public academy: redressing enduring struggle with vignettes of raiding and alliances. In A. Wilson & J. Hansen (Eds.) *Exploring Indigenous Social Justice Perspectives* (pp.178-205). British Columbia, Canada: JCharleton Publishing Ltd.

Anthony-Stevens, V. (2014). Review of *The seeds we planted: Portraits of a Native American Charter School,* Goodyear-Ka'ōpua, University of Minnesota Press, 2013. *Native American and Indigenous Studies Journal, 1*(1), 110-112.

Peer Reviewed/Evaluated:

Stevens, P., **Anthony-Stevens, V**., Hedden-Nicely, D., Hamilton, D. (in press). Tribal Nation Building and the Role of Faculty: Paying the Debt on Indigenous Wellbeing in Higher Education**.** *Journal of American Indian Education (*Special Issue "Nation building in higher education: Reimagining priorities, collaborations, and pathways for Indigenous peoples"), *60*(3).

Anthony-Stevens, V., Stevens, P., Hedden-Nicely, D., & Hamilton, D. (in press). Guest Editor Introduction: "Nation building in higher education: Reimagining priorities, collaborations, and pathways for Indigenous peoples". *Journal of American Indian Education*, *60*(3).

Anthony-Stevens, V., Moss, I., Como-Jacobson, A., Boysen-Taylor, R. & Campbell-Daniels, S. (in press). Grounded in relationships of support: Indigenous teacher mentorship in the rural west. *The Rural*

Educator (Special Issue "Race and Rurality"), *43*(2).

Anthony-Stevens, V., Mahfouz, J., & Bisbee, Y. (2020). Indigenous teacher education is nation building: Reflections of capacity building and capacity strengthening in Idaho. *Journal of School Leadership* (Special Issue "Honoring Culturally Sustaining and Affirming Educational/School Leadership Practices for Indigenous Children and Youth"), *30*(6), 541-564.

Anthony-Stevens, V., Johns, J., & Begay, V. (2020). Regenerating teacher education programs with Indigenous knowledge in Idaho. *Northwest Journal of Teacher Education, 15*(3), Article 3: DOI: https://doi.org/10.15760/nwjte.2020.15.3.3

Mahfouz, J., & **Anthony-Stevens, V**. (2020). Why trouble SEL? The need for cultural relevance in SEL, *Bank Street College of Education Occasional Papers Series*, *43*(6). Retrieved from https://educate.bankstreet.edu/occasional-paper-series/vol2020/iss43/6

Anthony-Stevens, V., & Matsaw, S. (2020). The possibilities of Indigenous and decolonizing methodologies in the preparation of interdisciplinary science researchers. *Cultural Studies of Science Education*. doi:10.1007/s11422-019-09942-x

Anthony-Stevens, V. & Langford, S. (2020). "What do you need a course like that for?!": Conceptualizing diverse ruralities in rural teacher education. *Journal of Teacher Education*, *71*(3), 332-344. doi.org/10.1177/0022487119861582.

Chew, K., **Anthony-Stevens, V**., LeClaire-Diaz, A., Nicholas, S., Sobotta, A., & Stevens, P. (2019). Enacting Hope through Narratives of Indigenous Language and Culture Reclamation. *Transmotion* (Special issue "Native American Narratives in a Global Context"), *5*(1).

Anthony-Stevens, V., & Griño, P. (2018). Transborder Indigenous Education: Survivance and Border Thinking in the Professional Development and Practice of Maestros Indígenas. *Association of Mexican American Educators Journal*, (Invited Special Issue "Linguistic Hegemony and Counterhegemonic Discourse in the Borderlands"), 12(2), 92-120.

Anthony-Stevens, V., Gehlken, E., Jones, C., Day, S. & Gussenhoven, S. (2017). "I am assumed to be someone who doesn't have to deal with diversity": Countering the denial of diversity in rural teacher education. *Multicultural Education Review*, *9*(4), 270-288.

Anthony-Stevens, V. (2017). Cultivating alliances: Reflections on the role of non-Indigenous collaborators in Indigenous educational sovereignty. *Journal of American Indian Education, 56*(1), 81-104.

Anthony-Stevens, V. (2017). Indigenous parents navigating school choice in constrained landscapes. *Diaspora, Indigenous & Minority Education: Studies of Migration, Integration, Equity and Cultural Survival*, *11*(2), 92-105.

Anthony-Stevens, V. & Stevens, P. (2017). "A place for you to be who you are": An ethnographic account of reterritorializing Indigenous identities. *Discourse: Studies in the Cultural Politics of Education* (Special Issue "Rurality and Education"), *38*(3), 328-341.

Anthony-Stevens, V., Stevens, P. & Nicholas, S. (2017). Raiding and alliances: Indigenous educational sovereignty as social justice. *Journal of Critical Thought and Praxis*, *1*(6).

McEvoy, T., **Anthony-Stevens, V**., & Pérez, V. (2016). Becoming intercultural educators/Los Educadores Interculturales: Cruzando Fronteras, Lenguas y Culturas. *NABE Journal of Research and Practice, 7*(1). (Spanish)

Casanova, S., O'Connor, B, & **Anthony-Stevens, V**. (2016). Ecologies of adaptation for Mexican Indigenous im/migrant children and families in the U.S.: Implications for Latino studies. *Latino Studies*, *14*(2),

192-213.

Peer Reviewed/Evaluated (currently scheduled or submitted):

Benally, C., & **Anthony-Stevens, V**. (in progress). Implications for Critical Race Theory on Native Education. *Thresholds in Education* (accepted for Special issue "Critical Race Theory in K-12 Education and Teacher Education: Hysteria, Censorship, and the Death to Just Education).

Anthony, Stevens, V., Boysen-Taylor, R., & Doucette, B. (under review). "Race is not really a thing here": Classroom race talk dilemmas in the rural northwest. *Journal of Research in Rural Education*.

Anthony-Stevens, V. & Gallegos-Buitron, E. (under review). Indigenous Mexican teachers and pedagogies of linguistic and cultural continuance in motion. *Anthropology and Education Quarterly*.

PROFESSIONAL MEETING PAPERS, WORKSHOPS (PEER-REVIEWED):

Anthony-Stevens, V., Moss, I., Campbell-Daniels, S., & Boysen-Taylor, R. (Co-Presenter). (April 21-26). *Indigenous Teacher Mentorship for Building Strong Nations*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Gallegos Buitron, E. & **Anthony-Stevens, V**. (Co-Presenter). (November 17-21), *Lessons from the New Latinx Diaspora in Idaho: Negotiating Access to School Success and Wellbeing*. Annual Meeting of the American Anthropological Association (AAA), Baltimore, MD.

Anthony-Stevens, V. (Chair) (November 17-21). *Responsibility and Truth-Telling: Indigenous and Decolonial Scholarship in Higher Education*. Annual Meeting of the American Anthropological Association (AAA), Baltimore, MD.

Anthony-Stevens, V. & Gallegos Buitron, E. (Co-Presenter). (2020, April 16-20), *Indigenous teachers and pedagogies of linguistic and cultural relevance: Changing imaginaries of Indigenous education in Mexico*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Meeting cancelled to due COVID19 pandemic).

Anthony-Stevens, V., Boysen-Taylor, R., Gardner, Lingo, N., Clevenger, G., Erhard-Hudson, J. (Organizer/co-presenter) (2020, February 27-28). *Slavery, Abolition, and Critical Race Wresting in a Rural Middle School Classroom*. Annual International Globalization, Diversity, and Education Conference (WSU), Spokane, WA.

Anthony-Stevens, V. (Chair/Paper presenter). (2019, November 20-24), *Survivance and border thinking among Maestros/as Indigenous: Navigating ideological and implementational spaces for Indigenous reclamation.* Annual Meeting of the American Anthropological Association (AAA), Vancouver, BC.

Anthony-Stevens, V. (Organizer/Chair). (2019, November 20-24), *Why me, why this, why now: Changing the climate of graduate education through decolonizing methods*. Annual Meeting of the American Anthropological Association (AAA), Vancouver, BC.

Anthony-Stevens, V. (Organizer/Chair). (2019, November 20-24), *Indigenous teacher education, intergenerational survivance, and the beauty of educational climate change.* Annual Meeting of the American Anthropological Association (AAA), Vancouver, BC.

Anthony-Stevens, V., Boysen-Taylor, R., & Doucette, B. (Organizer/Co-Presenter). (2018, November 28-30), *Making anti-racism academic in Middle Grade Classrooms: A praxis journey whitespace*. Annual Conference of National Association for Multicultural Education (NAME), Memphis, TN.

Anthony-Stevens, V. & Matsaw, S. (Co-Presenter). (2018, November 14-18), *Possibilities of Indigenous and*

Decolonizing Methodologies in the Preparation of Interdisciplinary Researchers in a Changing Climate. Annual Meeting of the American Anthropological Association (AAA), San Jose, CA.

Anthony Stevens, V., Matsaw, J, & Reuben, S. (Co-Presenter). (2018, October 11-12), *The preparation of Indigenous teachers: Indigenous Knowledge for Effective Education Program.* American Indigenous Research Association (AIRA), Polson, MT.

Anthony-Stevens, V. (Organizer/Chair). (2018, April 13-April 17), *(Re)Mapping sovereign imaginaries for Indigenous publics: Examples of school and community education*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Anthony-Stevens, V. (Organizer/Chair). (2017, November 29-December 2), *Creating space for "everyday acts of acts of resurgence and decolonization".* Annual Meeting of the American Anthropological Association (AAA) Washington, D.C.

Anthony-Stevens, V. (Organizer/presenter). (2017, November 29-December 2), *Developing an Agenda for Indigenous Scholarship: Effecting an Anthropology Toward an Indigenous Future*. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.

Anthony-Stevens, V., Lasure, A., Gibson, B., Jones, C, Wold, K., & Gundy, J. (Organized/co-presenter). (2017, November 1-November 5), *Countering overwhelming whiteness in rural teacher education: Pre-service teacher self-study as a tool for developing cultural competence across geographies*. Annual Conference of National Association for Multicultural Education (NAME), Salt Lake City, Utah.

Casanova, S., O'Connor, B. H., **Anthony-Stevens, V**. (Co-presenter). (2017, April 27-May 1). Ecologies of adaptation for Mexican Indigenous immigrant children and families. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Anthony-Stevens, V. (Chair & organizer), Chew., K., LeClair-Diaz, A., Nicholas, S., Sobotta, A., and Stevens, P. (2016, November 16-20). *Beyond Cultural Responsiveness in Indigenous Education: Teaching from a Place of Hope*. Annual Meeting of the American Anthropological Association (AAA), Minneapolis, MN.

Anthony-Stevens, V, Gelhkin, E., Jones, C., Day, S., & Gussenhoven, S. (Organizer/co-presenter) (2016, February 17-19). *They say we are not interested: Pre-service teachers reflect on access to diversity in teacher preparation*. Annual International Globalization, Diversity, and Education Conference, Spokane, WA.

Anthony-Stevens, V. (Presenter) (2015, October 7-10). *En busqueda de oportunidades en contextos restringidos: Maestr@s indigenas, lenguas originarias y nuevas tecnologias* (In search of opportunities within containing contexts: Indigenous teachers, Native languages and new technologies). IV CONGRESO LATINOAMERICANO DE ANTROPOLOGÍA (IV Latin American Anthropology Conference), México City, México.

Anthony-Stevens, V., Chew, K., Lee, C. H., Leonard, B., Nicholas, S., Stevens, P., Wong, A. & Anand, A. (Presenter) (2015, November 18-22). *Interrupting the "familiar" in anthropology: Engaging decolonizing and Indigenous methodologies*. Annual Meeting of the American Anthropological Association (AAA), Denver, CO.

Anthony-Stevens, V. (presenter) (2015, April 16-21). *Cultivating Alliances: Approaching power and privileges as Tools for Language and Cultural Reclamation in Indigenous Education*. American Education Research Association Annual Meeting (AERA), Chicago, IL.

Anthony-Stevens, V. & Stevens, P. (co-presenter) (2015, February 17-18). *Teaching Social Justice in the Public Academy: Redressing Enduring Struggles with Vignettes of Raiding and Alliances*. International Globalization, Diversity and Education, Spokane, WA.

Tolbert, S., Gray, K., Griego-Jones, T., **Anthony-Stevens, V**., Jiame-Diaz, J., & Combs, M.C. (presenter) (2014, November 5-November 7), *"Becoming" and "being" a socially just department of teaching & learning: Encouraging a critical stance from inside the institution*. Annual Conference of National Association for Multicultural Education (NAME), Tucson, AZ.

Anthony-Stevens, V. & Nicholas, S. (co-organizer). (2014, December 3-December 6). *Producing networks of Indigenous scholarship in anthropology: Privileging local sovereignties through community research and praxis in language and culture revitalization*, Council on Anthropology & Education Invited Session. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.

Leonard, B. D. (chair), Nicholas, S., Garcia, J., **Anthony-Stevens, V**., Shirley, V., & Wong, N. (presenter) (2014, December 3-December 6). *Producing anthropology in education: Engaging Indigenous decolonizing methodologies,* Council on Anthropology & Education Special Event. Annual Meeting of the American Anthropological Association (AAA), Washington, D.C.

Anthony-Stevens, V. (presenter) (2014, May 29-May 31). *Co-authoring strength-based identities with Native youth: A case study of reterritorializing school practice in hostile political times*. Annual Native American & Indigenous Studies Association Conference (NAISA), Austin, TX.

Anthony-Stevens, V. (organizer/presenter), Ruiz, R. (chair), Jimenez, L., Paciotto, C., Stevens, P., Graves, V., & Quiñonez, A. (2013, November 20-24). *Interculturality and Indigenous education in the Americas: Engaging, intercultural knowledge through reflections on practice and policy.* Annual Meeting of the American Anthropology Association (AAA), Chicago, IL.

Brayboy, B., Chew, K., Gilmore, P., Jimenez, L., Leonard, B., McCarty, T., Nicholas, S., **Anthony-Stevens, V**., Wong, N., Wyman, L. (presenter) (2013, November 20-24). *Decolonizing methodologies within diverse publics*. Council on Anthropology & Education Special Event, Annual Meeting of the American Anthropology Association (AAA), Chicago, IL.

Anthony-Stevens, V. (presenter) (2012, November 16-20). *"Both/and" opportunities in the schooling experiences available to Indigenous students: Policy borders and the limits placed on crossings.* Panel titled: Indigenous education in global contexts: Policy, language, schooling, and the nation-state, Annual Meeting of the American Anthropological Association Annual (AAA), San Francisco, CA

Anthony-Stevens, V. (presenter) (2012, March 3). *Middle school students defining "learning a lot" while navigating access to educational opportunity*. Panel: Identity construction through time, space and place. The Arizona Anthropology and Education Exchange (ANEX), Arizona State University, Phoenix, AZ.

Anthony-Stevens, V. (presenter) (2011, April 8-12). *Constructing strength-based student identities: A teacher researcher's reflection on competing definitions of 'successful' and 'failing' school environments*. Panel titled: Documenting constraints and imagining opportunities: The effects of Federal Policy in Alaska and Arizona. American Education Research Association Annual Meeting (AERA), New Orleans, LA

Anthony-Stevens, V. (presenter) (2011, April 30). *Constructing strength-based student identities: A teacher researcher's reflection on competing definitions of 'successful' and 'failing' school environments*. The Arizona Anthropology and Education Exchange (ANEX), University of Arizona, Tucson, AZ.

GRANTS AND CONTRACTS AWARDED:

Principal Investigator (with co-PI K. Eitel, co-PI C. Wardropper, co-PI C. Hamilton, co-PI B. Miller, co-PI Philip Stevens). *Cultivating Relationships: Partnering Teachers, Tribes and Landscapes for Sustainable STEM education*. Under review by the National Science Foundation, proposal #075746271. 2022-2026. $2,999,235.

Principal Investigator. *School Choice in Indian Country: Sovereignty, Survivance, and the Politics of (In)Visibility*. Under review by the Spencer Foundation, proposal #10035174. 2022-2025. $74,999.

Principal Investigator (with co-PI Y. Bisbee and co-PI Raymond Dixon). *Indigenous Knowledge for Effective*

Education Program (IKEEP). Funded by the U.S. Department of Education. 2021-2026. Award Notification #S299B210022. $1,314,319.

Co-Principal Investigator (with PI P. Stevens, co-PI K. Eitel, & co-PI S. Penney). *Collaborative Research: Cultivating Indigenous Research Communities for Leadership and Education in STEM* (CIRCLES). National Science Foundation, Award Notification #2038371. 2020-2022. $76,051.

Faculty Fellow. 2019-2020. *Understanding Tribal Sovereignty in Education*. Think Open Fellowship. University of Idaho Library, Open Education Resources. Moscow, ID. 2019-2020. $1,750.

Co-Principal Investigator (with PI P. Stevens and co-PI D. Hedden-Nicely). *Higher Education and Tribal Nation Building*. Funded by The Spencer Foundation. 2019-2020. Award Notification #202000024. $75,153.

Principal Investigator (with co-PI Y. Bisbee). *Indigenous Knowledge for Effective Education* Program (IKEEP). Funded by the U.S. Department of Education. 2018-2023. Award Notification # S299B180040. $998,704.

Faculty sponsor for undergraduate research dissemination. Office of Undergraduate Research Student Travel Awards, 2017 and 2018. $2,000.

Co-Principal Investigator (with PI R. Pilgeram, co-PI R. Meeuf and co-PI P. Stevens). *Cross-Cultural Digital Story Telling*. Faculty summer grants, College of Letters, Arts and Social Sciences and College of Education Collaborative Grant Projects. 2017. $5,000

Principal Investigator (with co-PI Y. Bisbee). *Indigenous Knowledge for Effective Education* Program (IKEEP). Funded by the U.S. Department of Education. 2016-2020. Award Notification #S299B160015. $1,206,049.

Principal Investigator. *Developing intercultural competencies among pre-service teachers through meaningful collaborations with difference and diversity.* College of Education Faculty Funding Award. University of Idaho. 2015-2016. $8,000.

Co-principal Investigator (with PI S. Casanova and co-PI B. O'Connor). *Ecologies of cultural and linguistic adaptation for Indigenous Latina/o im/migrant families with children: Implications for development and learning*. Arizona State University, School of Transborder Studies. 2014-2016. $7,500.

Principal Investigator. *Impact Assessment of Critical Professional Development for Indigenous K-8 Educators*. University of Arizona Office of the Senior Vice President for Research. 2014-2015. $9,267.

Co-principal Investigator (with PI R. Ruiz and co-PI N. Gonzalez). Scholarships for Education and Economic Development – *Strengthening Rural Primary Education for Indigenous Children in Mexico*. Subcontract of Georgetown University Center for Intercultural Education and Development, funded by the United States Agency for International Development (USAID). 2013-2014. $362,670.

Co-principal investigator (with PI R. Ruiz and co-PI N. Gonzalez.) Scholarship for Education and Economic Development—*Strengthening Rural Primary Education for Indigenous Technical Supervisors in Mexico*. Subcontract of Georgetown University Center for Intercultural Education and Development, funded by Mexico's Secretary for Public Education (SEP). 2013, $187,261. 2014, $204,391.

SERVICE:
Major Committee Assignments:
University

University of Idaho. University Assessment and Accreditation Committee (UAAC), Member, Office of the Provost, 2022-2023.

University of Idaho. General Education Steering Committee (GESC), Member, Office of the Provost, 2019-2020.

University of Idaho, Administrative Hearing Board (AdHB), Member, 2019-2021.
University of Idaho, Presidents Council on Diversity & Inclusion (PCDI), Curricular and Co-Curricular Activities, Member, 2015-present. Co-Chair, 2017-2018.
University of Idaho, Visiting Tribal Scholar, Search Committee Member, College of Natural Resources, 2020.
University of Idaho, Literacy/Elementary Education Faculty, Search Committee Member, College of Education, Health and Human Sciences, 2021.

Unit/Project Advisory Boards
University of Idaho, Office of Tribal Relations, Tribal Research Advisory Group (TRAG), Member, 2015-present.
University of Idaho, Club Volleyball faculty sponsor, 2017-2018.
McNair Faculty Advisory Board, TRIO Inspire, College of Education, Health and Human Sciences, Member, August 2018-present.
LSMAP Bridge to Doctorate Advisory Board, College of Graduate Studies (COGS), Member, 2020.

College
Graduate Review Program Committee (GRPC), Member, College of Education, Health, and Human Sciences, 2015-2018.
Equity and Social Justice Working Group, member, College of Education, Health and Human Sciences, 2020-present.
Tenure and Promotion Committee Member, Department of Curriculum & Instruction, College of Education, Health and Human Sciences, 2021.

Professional and Scholarly Organizations
Selection Committee, Council on Education and Anthropology Outstanding Book Award, 2021.
Selection Committee, Council on Education and Anthropology, Spindler Career Achievement Award, 2020.
Co-Chair, Council on Anthropology and Education, Standing Committee #7 (Indigenous Education), American Anthropological Association (AAA), 2012-present.
Committee member, American Educational Research Association Rural Education Special Interest Group, Justice, Equity, Diversity, Inclusion, 2020-2021.
Awards Selection Committee, American Educational Research Association Rural Education Special Interest, 2021-2022.

Reviewer for *Anthropology & Education Quarterly*
Reviewer for *Equity & Excellence in Education*
Reviewer for *Diaspora, Indigenous, and Minority Education*
Reviewer for *Multicultural Education Review*
Reviewer for *The Journal of Teacher Education*
Reviewer for *Whiteness & Education*
Reviewer for *American Educational Research Association - Division G* Annual Meeting Program Selection, 2017, 2018, 2020.

Member, American Educational Research Association (AERA), 2009-present
Member, American Anthropological Association (AAA), 2011-present
Member, Native American and Indigenous Studies Association (NAISA), 2013-2015
Member, National Association for Multicultural Education (NAME), 2014-2019
Member, National Council for the Social Studies (NCSS), 2020-present.
Member, National Indian Education Association (NIEA), 2016-present.

Outreach Service:
Idaho State Board of Education Workgroup, Input on standards for diversity and educational equity at public postsecondary institutions. 2021-2022.
Culturally responsive curriculum design and professional development, Coeur d' Alene Tribal Department of Education, Plummer, ID. 2016-2020.
Director, Indigenous Knowledge for Effective Education Program, University of Idaho.
Idaho State Board of Education, Office of Indian Education, Indian Education Framework Committee, Member,

2016-2018.
Idaho State Department of Education *Review of Core Teacher Preparation Standards*, Committee Member, Boise, ID. November 10-11, 2016.
Idaho Indian Education Planning Committee, 2016/2017/2021.
Idaho Indian Education Office. Content Area Expert, Idaho State Board of Education. 2018-present.

Media Features/Contributions
January 22, 2022: Learning centered around relationships: A conversation with Dr. Vanessa Anthony-Stevens. CRS *Journal of Social and Emotional Learning*: https://online.fliphtml5.com/gwhvl/dzrq/#p=1

O'Connor, B., & Anthony-Stevens, V. January 8, 2021. An Executive Order, and Outcry, and an Opportunity. *Diverse: Issues in Higher Education*: https://diverseeducation.com/article/200545/

Ed Prep Matters, blog of the American Association of Colleges for Teacher Education feature on IKEEP funding and program design, December 11, 2018. http://edprepmatters.net/2018/12/university-of-idaho-receives-grant-to-support-future-indigenous-teachers/

Vandals in Focus 2020, feature story in Office of Undergraduate Research (OUR) on research "Race and Conflict in the Classroom," 2020. https://www.uidaho.edu/research/students/undergraduate-research/vandals-in-focus/2020/ben-doucette

Vandals in Focus 2018, feature story in Office of Undergraduate Research (OUR) on research in teacher education conducted with three preservice teacher candidates. Office of Undergraduate Research, "Teaching in Diverse Classrooms", 2018. https://www.uidaho.edu/research/students/undergraduate-research/vandals-in-focus/2018/gibson-jones-gundy-lasure

Impacts of *Cross-Cultural Digital Story Telling* grant funded project involving an interdisciplinary faculty team and the Coeur d' Alene Tribal School 3rd and 4th grade classes, "A new lens through film", College of Letters, Arts and Social Sciences, Fall 2017. http://www.uidaho.edu/class/soc-anthro/students-and-alumni/new-lens

Program prepares Native teachers for Native classrooms, in *Here We Have Idaho*, University of Idaho Alumni Magazine, Moscow, ID. Fall 2017. https://www.uidaho.edu/news/here-we-have-idaho-magazine/ikeep

Creating a Better Education for All, in *Here We Have Idaho*, University of Idaho Alumni Magazine, Moscow, ID, Spring 2016. https://www.uidaho.edu/news/here-we-have-idaho-magazine/past-issues/2016-spring/lapwai

Strengthening Indigenous Language Education in the Americas, UANews, University of Arizona, Tucson, AZ: http://uanews.org/blog/strengthening-indigenous-language-education-americas

Changing the culture of schooling, paso por paso, UANews, University of Arizona, Tucson, AZ: http://uanews.org/blog/changing-culture-schooling-paso-por-paso

Visiting teachers develop materials for local educators, UANews, University of Arizona, Tucson, AZ: http://uanews.org/story/visiting-teachers-develop-materials-local-educators

Jamee C. Nixon, Ph.D.

Dean, College of Natural and Applied Sciences
Associate Professor of Biology
Northwest Nazarene University
623 S University Boulevard
Nampa, ID 83686
208-467-8677
jnixon@nnu.edu

Educational Background and Other Credentials

Doctor of Philosophy, Microbiology and Immunology
University of Oklahoma Health Science Center
Characterization of Human Bright and Dominant Negative Murine Bright Mutations and Their Affects On B Lymphocyte Development in Transgenic Mice
July 7, 2005

Masters of Science, Molecular Biology and Immunology
University of Southern Maine
Deletion of Open Reading Frame 74 of Murine Gamma Herpesvirus-68 and Development of Tools for Functional Analysis of This Putative Chemokine Receptor
May 10, 1999

Bachelor of Science, Biology/Pre-Med Tech
Northwest Nazarene University
June 15, 1997

Professional Experience

Dean, College of Natural and Applied Sciences, August 1, 2019 – Present
Northwest Nazarene University, Nampa, ID.

- Represent and advocate for the faculty of the departments of Biology, Chemistry, Kinesiology, Math and Computer Science, Military Science, and Physics and Engineering.
- Act as the administrator to accomplish necessary managerial tasks
- Advocate for the College to internal groups and individuals

Tenured, Associate Professor, August 2014 - Present
Associate Professor, August 1, 2011 – Present
Assistant Professor, August 1, 2007 – July 31, 2011
Department of Biology, Northwest Nazarene University, Nampa, ID.

- Teach undergraduate Biology courses
- Advise and mentor Pre-Physical Therapy P.T. emphasis students as they pursue graduate school and careers in the field of physical therapy

- Oversee student internships in Physical Therapy
- Supervise undergraduate research students and their projects
- Assist NNU Online by teaching online courses for online students
- Oversee Biology courses in the high school for NNU's Bridge Academy
- Serve on various committees

Adjunct Professor, January – May 2009, June 2016 - Present
Department of Life Sciences, College of Western Idaho, Nampa, ID.

- Teach community college courses within the Life Sciences department, no more than 2 courses a calendar year
- Courses taught are primarily online although I have taught face to face courses and one hybrid course and include BIOL250 General Biology, MMBS111 Introductory Microbiology and lab, and BIOL127L Human Structure and Function Lab

Research Scientist
Oklahoma Medical Research Foundation, Oklahoma City, OK, July, 2005 – July, 2007.

- Postdoctoral position to continue my scientific training
- Completed projects begun during graduate school
- Assisted in the training of other graduate students and research technicians

Adjunct Professor
Department of Math and Science, Oklahoma City Community College, Oklahoma City, OK, January 2006 – December 2009.

- Teach community college courses in Microbiology and the lab for Nursing majors and General Biology for non-majors

Scholarship

Publications

Erika Kristensen, Julia Oxford, and **Jamee C. Nixon**. Production of extra-cellular matrix proteins by human mast cells. Journal of the Idaho Academy of Science. 2013. 49:36

Guangyu An, Cathrine Miner, **Jamee C. Nixon**, Paul W. Kincade, Shan Maikad, James Bryant, Philip W. Tucker and Carol F. Webb. Loss of Bright/ARID3a Function Promotes Developmental Plasticity.
Stem Cells. 2010. 9:1560-7.

Nixon JC, Ferrell S, Miner C, Oldham AL, Hochgeschwender U, Webb CF. Transgenic mice expressing dominant negative Bright exhibit defects in B1 B cells. *Journal of Immunology*. 2008. 181:6913-6922.

Shankar M, **Nixon JC**, Workman J, Maier S, Farris AD, and Webb CF. Anti-nuclear antibody

production and autoimmunity in transgenic mice that over-express the transcription factor Bright. *Journal of Immunology*. 2007. 178:2996-3006.

Rajaiya J, **Nixon JC**, Ayers N, Desgranges ZP, Roy AL. and Webb CF. Induction of Immunoglobulin Heavy Chain Transcription Through the Transcription Factor Bright Requires
TFII-I. *Molecular and Cell Biology*. 2006. 26:4758-4768.

Rajaiya J, Hatfield M, **Nixon JC**, Rawlings DJ, and Webb CF. Bruton's tyrosine Kinase Regulates Immunoglobulin Promoter Activation in Association with the Transcription Factor Bright. *Molecular Chemistry and Biology*. 2005. 25:2073-2084.

Nixon JC, Rajaiya J, and Webb CF. Mutations in the DNA-Binding Domain of the Transcription Factor, Bright, Act as Dominant Negative Proteins and Interfere with Immunoglobulin Transactivation. *Journal of Biological Chemistry*. 2004. 279:52465-52472.

Nixon JC, Rajaiya J, Ayers N, Evetts S, and Webb CF. The Transcription Factor, Bright, is not expressed in all human B lymphocyte subpopulations. *Cellular Immunology.* 2004. 228:42-53.

Grants, Contracts, and Scholarly-Related Consultation

1. INBRE Student Research Mentor Grant through NIH funded Idaho INBRE program at the University of Idaho. "Investigating the Antimicrobial Effects of Zinc Oxide Nanoparticles." Submitted but not funded, February 2019. Requested $39,088.

2. NIH funded Idaho INBRE program through the University of Idaho. Drs. Jennifer Chase, Jamee Nixon, and Ayo Hodonu. "Enhancing Northwest Nazarene University Research with a Fluorescence Plate Reader." Awarded $23,380. August, 2018

3. MJ Murdock Charitable Trust, *Partners in Science Program* grant. Vancouver, WA. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." Submitted and funded. This grant is designed to partner with a science high school teacher to allow the teacher to have research experience and then be able to take the information and techniques learned back into the classroom. Awarded $15,000 for April 2013 – August 2014.

4. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted September 2012. "Effects of sub-inhibitory antibiotic treatment on methicillin-resistant *Staphylococcus aureus* and the subsequent human monocyte response." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions

and architecture without inducing death. This project will investigate how the beginning steps of the human monocyte immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested $50,650.

5. M.J. Murdock Charitable Trust. Vancouver, WA. Submitted October 2011 but not funded. "Investigation of the monocyte immune response to methicillin-resistant *Staphylococcus aureus* treated with sub-inhibitory levels of antibiotics." *Staphylococcus aureus* causes infections ranging from minor carbuncles to life-threatening endocarditis and toxic-shock syndrome. Antibiotics and the immune response usually clear these infections. However, antibiotic resistance has become a major problem in recent years and this study will focus on methicillin-resistant *Staphylococcus aureus* (MRSA). Studies have shown that low dose antibiotic treatment alters the bacteria cell functions and architecture without inducing death. This project will investigate how the beginning steps of the immune response differs when stimulated with untreated verses low-dose antibiotic-treated MRSA. Requested $44,700. Award was not funded but invited to resubmit in the fall of 2012.

6. The Broad Medical Research Program. Los Angeles, CA. Letter of intent to apply for funding, July 2010. "The role of mutant NOD2 proteins interacts as a mechanism for Crohns Disease." The letter of intent required a two page summary of the grant and budget. The specific aims of this project were similar to the project below as funding for supplies for this project is no longer available. The scope of the project was determined to not fall within the mission guidelines for this foundation.

7. Mountain States Tumor and Medical Research Institute Small Projects Grant. Submitted and funded. Boise, ID, May 2009. $7,500. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Disease." This grant aimed to examine the role of mutant NOD2 protein and potential inappropriate interactions with other proteins due to the mutation. Genetic studies have revealed that approximately 40% of patients with an inflammatory bowel disease called Crohns Disease have a mutation in the NOD2 gene which leads to a mutated protein. Identifying and understanding inappropriate protein interactions that develop due to mutant NOD2 could give insight as to why some treatments options are not successful in all patients who have Crohns Disease. This was a grant designed to give money for small projects or start-up projects in hopes of generating data that would increase successful funding of additional grants. This grant was previously submitted to the American Cancer Society but was not funded. However, it was reviewed and the comments given by the reviewers were given careful consideration and the writing adjusted to reflect those comments. As a result of this grant, I was able to mentor three different undergraduate students in my lab for both summer and academic year research experiences.

8. Idaho INBRE (Idea Network of Biomedical Research Excellence). National Institute of Health, Bethesda, Maryland. "Mechanisms of, and Immune Consequences from, beta-lactam-Induced Upregulation of Toxin Gene Expression in Methicillin Resistant *Staphylococcus aureus* (MRSA)" INBRE renewal grant submitted and funded, 2009. This grant funds several universities and colleges in ID. I am working in collaboration with Drs. Denny Stevens and Amy Bryant at Veteran's Affair Hospital in Boise, ID on the project titled above. I am responsible for researching one of the

five specific aims for this project. This grant has given me the opportunity to mentor three different students during summer and academic year research projects.

9. American Cancer Society Institutional Grant program. Pullman, WA, October 2008. Submitted but not funded. "The Role of NOD2 Protein Interactions in the Inflammatory Response Observed in Crohns Desease." This was basically the same grant as mentioned above and submitted to the American Cancer Society as there is an increased risk for Crohns Disease patients to develop gastrointestinal tract cancers due to constant inflammation.

10. National Science Foundation. Washington D.C. January 2008. Submitted and Funded. $503,775. MRI: Acquisition of a FACS to support collaborative research and education in biomolecular sciences and nanomaterials application. Dr. Denise Wingett, lead writer, Boise State University. This was a collaboration with Denise Wingett and other professors at Boise State University to fund a fluorescent acquisition cell sorter to the Treasure Valley. This piece of scientific machinery allows for many researchers to acquire defined cell populations for research projects, whether that be human, animal, plant or bacterial cell populations.

Regional/State Presentations

- Nixon, J.C. (2008, March). "Deficient Bright Function Leads to an Inefficient Response to Both Phosphorylcholine and to *Streptococcus pneumonia.*" Presented at the Idaho Academy of Science Annual Meeting, Nampa, ID.

- Nixon, J.C. (2009, April) "Possible Mutant NOD2 protein interactions." Presented at the INBRE Faculty Symposium, Boise, ID.

- Nixon, J.C. (October 2016) "Human Implications of ZnO Nanoparticles." Presented at the INBRE monthly meetings, Boise State University.

National Presentations

- Nixon, J.C., B. O'Neill, S. Jenkins, L. Johnson, A. Barrios, J. Williard. (2018, June) "*The Antibacterial Effects of ZnO Nanoparticles Against Pseudomonas aeruginosa*." Poster presentation, Annual American Society of Microbiology Microbe meeting, Atlanta, GA.

Poster presentations: (Presenter underlined, many student co-authors)

- J.D. Harris, E.A. Wade, Z.D. Ledvina, E.G. Ellison, S.M. Hubbard, and **J.C. Nixon**. "Green synthesis of ZnO nanoparticles using plant extracts for enhanced antibacterial and photocatalytic properties",, Pacifichem 2021, Honolulu, HI, December 2021.
- E.A. Wade, Z.D. Ledvina, E.G. Ellison, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial Properties of ZnO nanoparticles from extracts of *Hydrastis canadensis*, *Plantago major*, and *Lavandula* x *intermedia*". Idaho INBRE Conference, Moscow, ID, July 2021.
- E.G. Ellison, E.A. Wade, Z.D. Ledvina, **J.C. Nixon**, and J.D. Harris. "Synthesis and antibacterial properties of ZnO nanoparticles from *Hydrastis canadensis* extract," Idaho Conference on Undergraduate Research, Boise, ID, July 2021.
- M. Manzi, B. Porter, **J.C. Nixon**. "ZnO Nanoparticles' Efficacy as an Antibacterial Agent" Lightning Talk, Idaho Conference on Undergraduate Research, Boise, ID, July 2020.
- K. Gwin, C. Schaefer, **J.C. Nixon**. "Analysis of the Antimicrobial Properties of Zinc Oxide Nanoparticles" INBRE Research Conference, Moscow, ID July 2019

- M. Manzi, M. Nelson, **J.C. Nixon**. "Comparison of ZnO Nanoparticles against B. subtilis, E. coli, and S. aureus." INBRE Research Conference, Moscow, ID July 2019
- K. Gwin, C. Schaefer, J.C. Nixon. "Not all Nanoparticles are Created Equal in the Eyes of *E. coli*. INBRE Research Conference, Moscow, ID July 2018
- A. Barrios, J. Willard, **J.C. Nixon**. "The Antibacterial Effects of ZnO Nanoparticles on *Pseudomonas aeruginosa*." INBRE Research Conference, Moscow, ID July 2017
- B. O'Neill, S. Jenkins, L. Johnson, **J.C. Nixon**. "A Study of the Bacteriostatic Effects of ZnO Nanoparticles against *Pseudomonas aeruginosa*." Idaho INBRE Research Conference, Moscow, ID, July 2016

Service Activities

Professional Service: National

- Poster judging for the American Association for Advancement of Science National Meeting, Seattle, WA, February 15, 2020

Professional Service: Regional/State

- Member, interview committee for the hiring of biology faculty at College of Western Idaho, May and June, 2009
- Oral Presentations to Concurrent Credit Biology courses or other high school course
    - 2011 "Bugs, bugs and more bugs." Mountainview High School, Concurrent Credit BIOL2220 class, Meridian, ID. Spring
    - 2011 "Bugs, bugs and more bugs." Salem Christian Academy, Concurrent Credit BIOL2220 class, Salem, OR. September
    - 2011 "The Fun of Research." Mountainview High School Research class, Meridian, ID. November
    - 2013 " Bugs and Beyond " Northwest Christian School, Concurrent Credit BIOL1060 class, Lacey, WA; Tacoma Christian Schools, Concurrent Credit BIOL2220 class, Tacoma, WA; Tumwater High School, Concurrent Credit BIOL1060 & BIOL2220 classes, Tumwater, WA. March
    - 2013 "Prokaryotic Cell Structure." Victory Charter School, Concurrent Credit BIOL1060 class, Nampa, ID. September
    - "Implications of ZnO Nanoparticles on Human Health" Concurrent Credit course in Redmond, OR April 2015; Caldwell, ID, December 2016; Kalispel, MT, May 2017; and Caldwell, ID, January 2018.
    -
- Chair, Oral Presentations, Idaho INBRE Annual Meeting, Moscow, ID. August, 2012, 2013, 2018
- Poster Evaluation volunteer, Idaho INBRE Annual Meeting, Moscow, ID, August 2012- 2019
- Partner's in Science grant funded for the support of a local biology high school teacher from Victory Charter School to complete a 10-week paid research experience for 2 years. June – July 2013 & 2014
- Small grant review panel, Mountain States Tumor and Medical Research Institute, June 2013
- Idaho Academy of Science and Engineering, NNU Representative to Executive Board, 2012 - present
- Chair, Oral Presentation Session, Idaho Academy of Science and Engineering Annual Meeting, Meridian, ID. April 13, 2019

- Professional Standards Commission, State of Idaho Board of Education, September 2020 – present
- Board member, Discovery Center of Idaho January 2022 - present

Professional Service: Campus

- Member, NNU Institutional Animal Care and Use Committee, Fall 2007 – Present
- Member, NNU Graduate and Continuing Education Council, Fall 2009 – 2013
- Member, NNU Institutional Bio-Safety Review Committee, Spring 2010 – present
- Jump Start Biology Advising, June 14, 2008 & June 12, 2010, July 2017, July 2018, June 2019
- NNU Explore lunches, February 22, 2008 & March 26, 2010
- Science Olympiad Cell Biology or Microbiology section leader, April 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Faculty Mentor, NNU Concurrent Credit, BIOL1060 and BIOL2220, Fall 2009 – Present; four to ten high school teachers mentored each year
- Member, Cross-campus interview committee for 1 or more nursing faculty candidates, Summers 2011, 2013, 2016, 2017, 2018
- NNU Representative, NNU Celebration Sunday, October 1, 2011; Tacoma, WA.
- Rendezvous host, 2011, 2013, 2021
- Member, Cross-campus interview committee for Dean of College of Arts and Sciences, January, 2013
- Member, NNU Assessment and Accreditation Committee, August 2013 – Present
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- Faculty Representative, Science and Math Association, NNU, Fall 2015 – Present
- Member of interview group for NNU's Masters of Science Family Nurse Practitioner applications, June 2017 and 2018
- Guest lecturer for NNU's MS Family Nurse Practitioner On-Campus Event, April 2017, April 2018, May 2019, August 2019, and scheduled for April 2020
- Chair, NNU Assessment and Accreditation Committee, September 2018 – October 2019
- NNU Overnight Luncheon, Faculty Representative for Biology, November 30, 2018
- Organized student summer research presentations for the executive Board of Trustees, Summer 2018, 2019
- Taught HUMN1100 Cornerstone FA2018 when another faculty pulled out of the teaching assignment. While I was paid overload, this was a service activity by the nature of the course.
- Volunteer for Commencement, May 2019
- Member, NNU Academic Leadership Team, September 2019 - Present
- Member, NNU Undergraduate Academic Council, October 2019 - Present
- Chair, Academic Appeal Committee, January 2020.
- Member, Academic Progression Committee, January 2020 - Present
- Member, COVID-19 20-21 Planning Group, March 2020 – May 2021
- Faculty Panel, Graduate Social Work SOWK7620, October 2020, March 2021
- Chair, Biology faculty search committee, Spring 2021
- Chair, Dean, College of Nursing search committee, Spring 2021
- Member, Cross-campus interview committee: Social Work faculty; campus chaplain, June/July 2021
- Co-organized research poster session for summer research finale, July 2021
- Co-organized research presentation event for Board of Trustees Spouses, August 2021

- Member, 2021-22 COVID-19 task force, August 2021 - Present

Local Community Service

- Sunday School volunteer, Early Childhood Department, Bethel Church of the Nazarene, Nampa, ID 2007 – Present. Two Sundays each month
- Provide opportunity for home-schooled children to experience microbiology by bringing them into the lab outside of normal lab sessions and have the elementary age students complete some of the same lab exercises the NNU students complete. 2009, 2010
- Nampa Christian Schools –
    - Jog-A-Thon volunteer, September 2008, 2010, 2015, 2016
    - "Science is Fun" after-school-enrichment course to expose young students to hands-on science, Spring 2010
    - Annual school auction volunteer, February 2012 – 2020
    - Guest Science lecture, Fall 2015, Spring 2018
    - 2nd Grade class, weekly Spring 2017
    - Volleyball Official, Nampa Christian Middle School games, Fall 2017, 2018
    - Club Volleyball Coach, Nampa Christian Schools U12/U14 January – 2017, 2018
- Salvation Army bell ringer, NNU group, December 2009
- Cole Valley Christian Junior High Science Fair Judge, Meridian, ID 2010, 2012
- Hands of Hope community service project volunteer, College Church of the Nazarene, July 2010
- Upward Basketball Girls Youth Basketball Coach, Bethel Church of the Nazarene, January – March 2011, 2012, 2013
- Victory Charter School Science Fair judge, May 2014
- Volunteer Volleyball Coach, Nampa Rec Center, Fall 2014
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2017, 2018
- Yard work, NNU campus, Dewey St by Thomas Science building, patio of old student center, ropes course at Johnson Sports Center, August 2020
- Vacation Bible School volunteer, Bethel Church of the Nazarene, Nampa, ID, June 2021
- Board of Directors, Discovery Center of Idaho, Boise ID. Submitted my name and discussions are underway for an October 2021 decision

Professional Growth and Leadership

Memberships

- MSTMRI adjunct member, Spring 2008 – 2014
- Idaho Academy of Science and Engineering member, Spring 2008 – Present
- American Society of Microbiology, 2015 – Present
- American Association for the Advancement of Science, 2021

Conferences Attendance

- Idaho Academy of Science Annual Meeting, Boise State University (CWI campus), Nampa, ID. March 28, 2008
- INBRE Annual Summer Research Conference, Boise, ID. August 2008
- Annual Murdock Science Research Conference, University of Puget Sound, Tacoma, WA. November 2008
- INBRE Annual Summer Research Conference, Moscow, ID. August 2010

- Annual Murdock Science Research Conference, Linfield College, McMinnville, OR. November 2010
- INBRE Annual Summer Research Conference, Moscow, ID. August 2011
- Annual Murdock Science Research Conference, Seattle Pacific University, Seattle, WA. November 2011
- INBRE Annual Summer Research Conference, Moscow, ID. August 2012
- Annual Murdock Science Research Conference, Whitman University, Walla Walla, WA. October 2012
- The Genome Solver Workshop, J. Craig Venter Institute, Rockville, MD. July 2013
- INBRE Annual Summer Research Conference, Moscow, ID. August 2013
- Partners in Science Research Conference, San Diego, CA. January 2014
- Boise State Undergraduate Research Conference, Boise, ID. July 2014
- Partners in Science Research Conference, San Diego, CA. January 2015
- NIH IDeA Western Regional Conference, Coeur d'Alene, ID. October 2015
- Idaho Academy of Science and Engineering Annual Conference, Pocatello, ID. March 2016
- INBRE Annual Summer Research Conference, Moscow, ID. August 2016
- American Society of Microbiology Microbe Conference, New Orleans, MS. June 2017
- INBRE Annual Summer Research Conference, Moscow, ID. August 2017
- American Society of Microbiology Microbe Conference, Atlanta, GA. June 2018
- INBRE Annual Summer Research Conference, Moscow, ID. August 2018
- Idaho Academy of Science Annual Conference, Meridian, ID. April 2019
- INBRE Annual Summer Research Conference, Moscow, ID. July 2019
- Murdock Charitable Trust Undergraduate Research Conference, Vancouver, WA. November 2019
- American Association for the Advancement of Science, Seattle, WA. February 2020
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2020
- Lilly Fellows Program National Conference presented by St. Mary's University (virtual). October 2020
- Idaho Conference on Undergraduate Research, Boise State University (virtual). July 2021
- INBRE Annual Summer Research Conference, Moscow, ID. July 2021
- Lilly Fellows Program National Conference, Boston, MA. October 2021

Other Professional Growth and Leadership

- Northwest Nazarene University teaching cadre directed by Jim Bader, monthly meetings, Fall 2007 – Spring 2008
- INBRE monthly research meetings when they do not conflict with NNU activities. Fall 2007 – present.
- Weekly meetings with Drs. Denny Stevens and Amy Bryant's lab at the Boise VA hospital during the summers and during the academic year when my schedule allows. Summer 2009, 2010, 2011, 2012.
- INBRE sponsored NIH grant writing workshop, August, 2010
- INBRE sponsored NIH manuscript writing workshop, August, 2010

- NSF Grant-Writing Workshop in Bozeman, MT, August, 2011
- NSF Grant-Writing workshop, Boise State University, May, 2012
- President's Leadership Cohort, Northwest Nazarene University, October 2018 – May 2019
- Deans Administrator Lunch, INBRE Conference, Moscow, ID, July 2019
- Meeting attendance, Convening of VPAAs/Provosts/Deans and Grant Administrators, Vancouver, WA, October 2019
- L.E.A.P. 2020 Spring – Fall 2020, due to COVID-19
- L.E.A.P. 2.0 Cohort convener Spring 2021
- Deans Administrator Lunch, INBRE Conference, Moscow, ID, July 2021

Jerry D. Harris
Department of Chemistry
Northwest Nazarene University
623 S. University Blvd., Nampa, ID 83686
voice(208)467-8883 fax(208)467-8687
jdharris@nnu.edu

Education

Ph.D.	1997	Texas A&M University	Inorganic Chemistry
B.S., B.A.	1991	Northwest Nazarene University	Chemistry, Mathematics
A.S.	1987	Treasure Valley Community College	Chemistry

Professional Experience

2013-present Professor of Chemistry, Northwest Nazarene University, Nampa, ID

2003-2013 Associate Professor, Northwest Nazarene University, Nampa, ID

2001-2003 Scholar-in-Residence, Cleveland State University, Cleveland, Ohio
Visiting Scientist, NASA Glenn Research Center, Cleveland, Ohio

2000-2001 Consultant, Ohio Aerospace Institute, Brookpark, Ohio
Visiting Scientist, NASA Glenn Research Center, Cleveland, Ohio

1999-2002 Adjunct Professor, Baldwin-Wallace College, Berea, OH

1997-2000 Postdoctoral Fellow, Kent State University, Kent, Ohio
Visiting Scientist, NASA Glenn Research Center, Cleveland, Ohio

Synergistic Activities and Professional Societies:

(i) Member, American Chemical Society
(ii) Member, National Association of IDeA Principal Investigators
(iii) Member, American Solar Energy Society
(iv) Member, Idaho Academy of Science
(v) 2013 Summer Faculty Fellow, NASA Glenn Research Center, Cleveland, OH

Service to Northwest Nazarene University:

2003-04 Chemical Hygiene Committee
2004-05 Chemical Hygiene Committee & Faculty Activity and Care Committee
2005-08 Committee on Committees & Faculty Activity and Care Committee
2008-10 Undergraduate Academic Committee & Faculty Activity and Care Committee
2010-13 Chemical Hygiene Committee & Faculty Activity and Care Committee
2013-14 Chemical Hygiene Committee
2014-15 Concurrent Credit Program Task Force
2014-16 Chemical Hygiene Committee & Faculty Development Committee
2016-22 Chemical Hygiene Commission

Church and Community Involvement:

College Church of the Nazarene, Nampa, ID:

- 2004-present, member, Sunday school helper, Children's Bible quizzing helper, Upwards Basketball coach, Witness Relocation moving ministry, Work and Witness team member to Costa Rica.

Valley Shepherd Church of the Nazarene, Meridian, ID

- 2009-2018, Caravan leader

Boy Scouts of America, Troop 118, Nampa, ID

- 2016-present, volunteer, troop treasurer
- 2019, Wood Badge leadership training

Teaching & Research Philosophy

Students learn and retain the most when their learning is a hands-on experience. Lectures should be structured to allow interaction with the students. A student's college experience should be supplemented with internships and faculty/student research projects. The main purpose of research at a small university should be to give the students the opportunity to experience, apply and supplement what they have learned in the classroom. Research also provides students the opportunity for one-on-one interaction with their advisor/mentor.

Publications & Patents: 51 Total

"Zinc acetate amine complexes: Single-source precursors to zinc oxide films and nanoparticles; the influence of amines on photocatalysis," J.D. Harris, Chapter 15 In *Nanomaterials via Single-Source Precursors*: ISBN: 0 978 012 820 340 8.

"Effects of capping ligands, morphology, and size of ZnO nanoparticles on the photocatalytic decolorization of malachite green," J.D. Harris, C.C. Pena, S.C. Bryant, A.J. Christy, K.O. Laughlin, A.E. Harris, K.V. Goettsche, C.E. Larson, L.R. Steiner, J.R. Chase, J. Croteau, D. Butt, S.M. Hubbard, and J.E. Cowen, *Catalyst.*, submitted.

"Crystallite Size Evaluation of ZnO Nanoparticles via Transmission Electron Microscopy and X-ray Powder Diffraction," J.E. Cowen, A.E. Harris, C.C. Pena, S.C. Bryant, A.J. Christy and J.D. Harris, Microscopy and Microanalysis, Vol 22, Issue S3 (Proceedings of Microscopy & Microanalysis 2016), July 2016, pp. 1610-1611.

"Novel Materials, Processing and Device Technologies for Space Exploration with Potential Dual-Use Applications', A.F. Hepp, S.G. Bailey, J.S. McNatt, M.V.S. Chandrashekhar, J.D. Harris, A.W. Rusch, K.A. Nogales, K.V. Goettsche, W. Hanson, D. Amos, V.K. Vendra, C. Woodbury, P. Hari, K.P. Roberts, and A.D. Jones, Jr., NASA Technical Memorandum, NASA/TM—2015-218866, December 2015.

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"Synthesis and characterization of [Zn(acetate)$_2$(amine)$_x$] compounds (x = 1 or 2) and their use as precursors to ZnO", J.S. Hyslop, A.R. Boydstun, T.R. Fereday, J.R. Rusch, J.L. Strunk, C.T. Wall, C.C. Pena, N.L. McKibben, J.D. Harris, A. Thurber, A. Punnoose, J. Brotherton, P. Walker, L. Lowe, B. Rapp, S. Purnell, W.B. Knowlton, S.M. Hubbard, and B.J. Frost, *Mater. Sci. Semicond. Process.*, 38, (2015), 278-289. doi:10.1016/j.mssp.2015.04.001. (PMCID: PMC4465802)

"Novel Materials, Processing and Device Technologies for Space Exploration with Potential Dual-Use Applications', A.F. Hepp, S.G. Bailey, J.S. McNatt, M.V.S. Chandrashekhar, J.D. Harris, A.W. Rusch, K.A. Nogales, K.V. Goettsche, W. Hanson, D. Amos, V.K. Vendra, C. Woodbury, P. Hari, K.P. Roberts, and A.D. Jones, Jr., Proceedings of the AIAA 12th International Energy Conversion Engineering Conference, July 28-30, 2014, Cleveland, OH.

"Ferromagnetism in Annealed $Ce_{0.95}Co_{0.05}O_2$ and $Ce_{0.95}Ni_{0.05}O_2$ Nanoparticles", S.K. Misra, S.I. Andronenko, J.D. Harris, A. Thurber, G.L. Beausoleil II, and A. Punnoose, Journal of Nanoscience and Nanotechnology, 2013, Vol. 13, pp. 1–8. doi:10.1166/jnn.2013.7778

"Identifying Hydrated Salts Using Simultaneous Thermogravimetric Analysis and Differential Scanning Calorimetry," J.D. Harris and A.W. Rusch, *J. Chem. Ed.*, 2013, 90 (2) pp. 235-238. DOI: 10.1021/ed300222y.

"A Large Scale Synthesis and Characterization of Quaternary $CuIn_xGa_{1-x}S_2$ Chalcopyrite Nanoparticles via Microwave Batch Reactions", C. Sun, R.D. Westover, G. Long, C. Bajracharya, J.D. Harris, A. Punnoose, R.G. Rodriguez, and J.J. Pak, *Int. J. of Chem. Engineering*, Volume 2011, Article ID 545234.

"Synthesis and Characterization of Chromium-Isothiocyanate-4-methylpyridine Complexes", J.L. Young, J.D. Harris, J.A. Benjamin, J.E. Fitch, J.R. Walker, D.F. Nogales, B.J. Frost, A. Thurber and A. Punnoose, *Inorganica Chimica Acta*, 377, (2011), pp. 14-19.

"Process and Apparatus Utilizing Mixed Ligand Organometallic Catalysts for in situ Growth of High Purity, Low Defect Density Carbon Nanotubes," A.F. Hepp and J.D. Harris, United States Patent: US 7,763,230 B2, July 27, 2010.

"*Chapter 6: Spray CVD of Single-Source Precursors for Chalcopyrite I-III-VI$_2$ Thin-Film Materials";* A.F. Hepp; K.K Banger; M.H.-C. Jin; J.D. Harris; J.S. McNatt; J.E. Dickman; In *Solution Processing of Inorganic Materials*; D. Mitzi, Ed.; Wiley-Interscience Publishing, 2009, pp. 157-197, ISBN: 978-0-470-40665-6.

"Spray Chemical Vapor Deposition of Single-Source Precursors for Chalcopyrite I-III-VI$_2$ Thin-Film Materials", A.F. Hepp; K.K Banger, M.H.-C. Jin, J.D. Harris, J.S. McNatt, J.E. Dickman, NASA Technical Publication – 2008-214937.

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"Improved Single-Source Precursors for Solar-Cell Absorbers," K.K. Banger, J.D. Harris, A.F. Hepp, *NASA Tech Briefs*, 2007, Vol. 31, No. 6, pg. 56.

"Spray CVD for Making Solar-Cell Absorber Layers," K.K. Banger, J.D. Harris, M.H-C Jin, and A.F. Hepp, *NASA Tech Briefs*, 2007, Vol. 31, No. 6, pp. 58-59.

"Single-source precursors for ternary chalcopyrite materials, and methods of making and using the same," K.K. Banger, A.F. Hepp, J.D. Harris, M.H-C Jin, S.L. Castro, United States Patent: 6,992,202, January 31, 2006.

"Growth of Multi-Walled Carbon Nanotubes by Injection CVD Using Cyclopentadienyliron Dicarbonyl Dimer and Cyclooctatetraene Iron Tricarbonyl," J.D. Harris, R.P. Raffaelle, T. Gennett, B.J. Landi and A.F. Hepp, *Material Science and Engineering B*, 2005, 116, 369-374.

"Carbon Nanotubes for Power Applications", R.P. Raffaelle, B.J. Landi, J.D. Harris, S.G. Bailey, and A.F. Hepp, *Material Science and Engineering B*, 2005, *116*, 233-243.

"$CuInS_2$ Films Deposited by Aerosol-Assisted Chemical Vapor Deposition Using Ternary Single-Source Precursors", M.H.-C. Jin, K.K. Banger, J.D. Harris, and A.F. Hepp, *Material Science and Engineering B*, 2005, *116*, 395-401.

"Synthesis, characterization and decomposition studies of tris(N,N-dibenzyldithiocarbamato)indium(III): chemical spray deposition of polycrystalline $CuInS_2$ on copper films," D.G. Hehemann, J.E Lau, J.D. Harris, M.D. Hoops, N.V. Duffy, P.E. Fanwick, M.H.-C. Jin and A.F. Hepp, *Material Science and Engineering B*, 2005, *116*, 381-389.

"Injection CVD Grown MWNTs for PEM Fuel Cells", B. J. Landi, H.J. Ruf, C.M. Schauerman, R.P. Raffaelle, J.D. Harris, and A.F. Hepp, Proceedings of the 2nd. International Energy Conversion Engineering Conference, Providence, RI, August 16-19, 2004, paper # AIAA-2004-5550.

"A New Commercializable Route for the Preparation of Single-Source Precursors for Bulk, Thin-Film, and Nanocrystallite I-III-VI Semiconductors," K.K. Banger, M.H.-C. Jin, J.D. Harris, P.E. Fanwick, and A.F. Hepp, NASA Technical Memorandum – 2004-212922

"A New Facile Route for the Preparation of Single-Source Precursors for Bulk, Thin-Film, and Nanocrystallite I-III-VI Semiconductors," K.K. Banger, M.H.-C. Jin, J.D. Harris, P.E. Fanwick, and A.F. Hepp, *Inorganic Chemistry*, 2003, *42*,7713-7715

"Growth and Characterization of Multi-Walled Carbon Nanotubes At NASA Glenn Research Center", J.D. Harris, A.F. Hepp, R.P. Raffaellec, T. Gennett, R. Vander Wal, B.J. Landi, Y.

Luo and D.A. Scherson, Proceedings of the 1st. International Energy Conversion Engineering Conference, Portsmouth, VA, August 18-22, 2003, paper # AIAA-2003-5953.

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"The Effect of Film Composition on the Texture and Grain Size of $CuInS_2$ Prepared by Spray Pyrolysis," M.H.-C. Jin, K.K. Banger, J.D. Harris and A.F. Hepp, Proceedings of the 3rd World Conference on Photovoltaic Energy Conversion, Osaka, Japan, May 11-18, 2003, paper # 2P-A8-21.

"The Effect of Film Composition on the Texture and Grain Size of $CuInS_2$ Prepared by Chemical Spray Pyrolysis," M.H.-C. Jin, K.K. Banger, J.D. Harris and A.F. Hepp, *Mat. Res. Soc. Symp. Proc.* 2003, *763*, B8.23.1- B8.23.5.

"Single source precursors for fabrication of I-III-VI_2 thin-film solar cells via spray CVD," J.A. Hollingsworth, K.K. Banger, M.H-C. Jin, J.D. Harris, J.E. Cowen, E.W. Bohannan, J.A. Switzer, W.E. Buhro, A.F. Hepp, *Thin Solid Films*, 2003, *431-432*, 63-67.

"Characterization of $CuInS_2$ Films Prepared by Atmospheric Pressure Spray Chemical Vapor Deposition," J.D. Harris, K.K. Banger, D.A. Scheiman, M.A. Smith, M.H. Jin and A.F. Hepp, *Material Science and Engineering*, 2003, *B98*, 150-155.

"Novel Route to Transition Metal Isothiocyanate Complexes Using Metal Powders and Thiourea," J.D. Harris, W.E. Eckles, A.F. Hepp, S.A. Duraj, D.G. Hehemann, P.E. Fanwick and J. Richardson, NASA Technical Publication – 2003-211890.

"Ternary Single Source Precursors for Polycrystalline Thin-film Solar Cells", K.K. Banger, J. Hollingsworth, J.D. Harris, J.E. Cowen, W.E. Buhro, A.F. Hepp, *Appl. Organometal. Chem*., 2002, *16*, 617-627.

"Synthesis and Characterization of Transition Metal Isothiocyanate Complexes Prepared from Metal Powders and Thiourea," J.D. Harris, W.E. Eckles, A.F. Hepp, S.A. Duraj, P.E. Fanwick, *Inorganica Chimica Acta*, 2002, 338, 99-104.

"Thin-Film Organic-Based Solar Cells For Space Power," S.G. Bailey, J.D. Harris, A.F. Hepp, E.J. Anglin, R.P. Raffaelle, H.R. Clark, Jr., S.T.P. Gardner and S-S. Sun, Proceedings of the 37th Intersociety Energy Conversion Engineering Conference, Washington, DC, July 28-August 2, 2002, paper # 20154.

"Chemical Vapor Deposition for Ultra-Lightweight Thin-Film Solar Arrays for Space," A.F. Hepp, R.P. Raffaelle, K.K. Banger, M.H. Jin, J.E. Lau, J.D. Harris, J.E. Cowen, and S.A. Duraj, Proceedings of the 37th Intersociety Energy Conversion Engineering Conference, Washington, DC, July 28-August 2, 2002, paper # 20156.

"Single Source Precursors for Thin Film Solar Cells," K.K. Banger, J.A. Hollingsworth, J.D. Harris, J.E. Cowen, W.E. Buhro and A.F. Hepp, NASA Technical Memorandum – 2002-211496.

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"Thin Film $CuInS_2$ Prepared by Spray Pyrolysis with Single-Source Precursors," M.H. Jin, K.K. Banger, J.D. Harris, J.E. Cowen, and A.F. Hepp, Proceedings of the 29th IEEE Photovoltaic Specialists Conference, New Orleans, LA, May 20-24, 2002.

"Space Environmental Testing of Dye-Sensitized Solar Cells," J.D. Harris, E.J. Anglin, A.F. Hepp, S.G. Bailey, D.A. Scheiman, S.L. Castro, Proceedings of the Sixth European Space Power Conference, Porto, Portugal, May 6-10, 2002, pp. 629-632.

"Facile Modulation of Single Source Precursors: The Synthesis and Characterization of The First Liquid Single Source Precursors for Deposition of Ternary Chalcopyrite Materials," K.K. Banger, J.D. Harris, J.C. Cowen, A.F. Hepp, *Thin Solid Films*, 2002, *403-404*, 390-395.

"Atmospheric Pressure Spray Chemical Vapor Deposited $CuInS_2$ Thin Films For Photovoltaic Applications," J.D. Harris, R.P. Raffaelle, K.K. Banger, A.F. Hepp, Proceedings of the 17th Space Photovoltaic Research Conference, Brookpark, OH, September 11-13, 2001.

"Dissolution of Metal Powders by Thiourea: A Novel Route to Transition Metal Isothiocyanate Complexes," J.D. Harris, W.E. Eckles, A.F. Hepp, S.A. Duraj, P.E. Fanwick, J. Richardson, and E.M. Gordon, *Materials and Design*, 2001, *22*, 625-634.

"Optical and Structural Characterization of Copper Indium Disulfide Thin Films," D.O. Henderson, R. Mu, A. Ueda, M.H. Wu, E.M. Gordan, Y.S. Tung, M. Huang, J. Keay, L.C. Feldman, J.A. Hollingsworth, W.E. Buhro, J.D. Harris, A.F. Hepp, R.P. Raffaelle, *Materials and Design*, 2001, *22*, 585-589.

"Using Single Source Precursors and Spray Chemical Vapor Deposition to Grow Thin-Film $CuInS_2$," J.D. Harris, D.G. Hehemann, J.E. Cowen, A.F. Hepp, R.P. Raffaelle, J.A. Hollingsworth, Proceedings of the 28th IEEE Photovoltaic Specialists Conference, Anchorage, AK, September 17-22, 2000, pp. 563-566.

"Integrated Solar Power Systems," R.P. Raffaelle, J. Underwood, D. Scheiman, J.E. Cowen, P. Jenkins, A.F. Hepp, J.D. Harris, D.M. Wilt, Proceedings of the 28th IEEE Photovoltaic Specialists Conference, Anchorage, AK, September 17-22, 2000, pp. 1370-1373.

"Integrated Thin-Film Solar Power System," R.P. Raffaelle, J.D. Harris, D. Hehemann, D. Scheiman, G. Rybicki, and A.F. Hepp, Proceedings of the 35th Intersociety Energy Conversion Engineering Conference, Las Vegas, NV, July 24-28, 2000.

"A Facile Route to Thin Film Solid State Lithium Microelectronic Batteries," R.P. Raffaelle, J.D. Harris, D. Hehemann, D. Scheiman, G. Rybicki, and A.F. Hepp, *J. Power Sources*, 2000, *89*, 52-55.

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"A Comprehensive Characterization of Copper Indium Disulfide," R. Mu, D.O. Henderson, A. Ueda, M.H. Wu, J.A. Bennett, M.A.M. Paliza, M.B. Huang, J. Keay, L.C. Feldman, K.C.

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"Multinuclear Magnetic Resonance Spectroscopy of Centered Zirconium Halide Clusters," J. D. Harris, and T. Hughbanks, *J. Amer. Chem. Soc.*, 1997, *119*, 9449-9459.

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"Mass spectrometric investigations of aluminum oxide reduction by gaseous aluminum carbides in electrothermal atomization," J.A. Holcombe, D.L. Styris, and J.D. Harris, *Spectrachimica Acta*, 1991, *46B*, 629-639.

Selected Presentations

"Green synthesis of ZnO nanoparticles using plant extracts for enhanced antibacterial and photocatalytic properties", J.D. Harris, E.A. Wade, Z.D. Ledvina, E.G. Ellison, S.M. Hubbard, and J.C. Nixon, Pacifichem 2021, Honolulu, HI, December 16-21, 2021.

"Synthesis and antibacterial Properties of ZnO nanoparticles from extracts of *Hydrastis canadensis*, *Plantago major*, and *Lavandula* x *intermedia*," E.A. Wade, Z.D. Ledvina, E.G. Ellison, J.C. Nixon, and J.D. Harris, 2021 Idaho INBRE Conference, Moscow, ID, July 26-28, 2021.

"Synthesis and antibacterial properties of ZnO nanoparticles from *Hydrastis canadensis* extract," E.G. Ellison, E.A. Wade, Z.D. Ledvina, J.C. Nixon, and J.D. Harris, Idaho Conference on Undergraduate Research, Boise, ID, July 21-23, 2021.

Selected Presentations (Cont)

"Synthesis and Characterization of ZnO Nanoparticles from Extracts of *Allium sativum* and *Hydrastis canadensis*," E.A. Wade, C.J. Massie, D.F. Harris, and J.D. Harris, 28th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 6-7, 2020.

"Synthesis and Characterization of ZnO Nanoparticles from Extracts of *Allium sativum* and *Hydrastis canadensis*," E.A. Wade, C.J. Massie, D.F. Harris, and J.D. Harris, Idaho Conference on Undergraduate Research, Boise, ID, July 23-24, 2020.

"Synthesis and characterization of ZnO nanoparticles and their use to photocatalyze malachite green", J.D. Harris, C.C. Pena, A.E. Harris, J.E. Cowen, (Paper # INOR ???, Spring 2020 ACS National Meeting & Expo, Philadelphia, PA) March 22-26, 2020.

"Enhancement of ZnO antibacterial properties by incorporating plant extracts", C.J. Massie, E.A. Wade, and J.D. Harris, (Paper # INOR ???, Spring 2020 ACS National Meeting & Expo, Philadelphia, PA) March 22-26, 2020.

"Enhancement of ZnO antibacterial properties by incorporating plant extracts", E. Wade, C. Massie and J.D. Harris, 27th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 8-9, 2019.

"Enhancement of ZnO antibacterial properties by incorporating plant extracts", C. Massie, E. Wade, and J.D. Harris, 2019 Idaho INBRE Conference, Moscow, ID, July 30-31 2019.

"Comparative toxicity of ZnO nanoparticles synthesized using different amines," C.C. Pena, K.A. Cornell, J.E. Cowen, and J.D. Harris, 61st Idaho Academy of Science and Engineering Meeting and Symposium, Meridian, ID, April 12-13, 2019.

"ZnO nanoparticle synthesis, characterization, and use to photocatalyze malachite green," A.E. Harris, J.D. Harris, C.C. Pena, and J.E. Cowen, 61st Idaho Academy of Science and Engineering Meeting and Symposium, Meridian, ID, April 12-13, 2019.

"NiO nanoparticle synthesis, characterization, and toxicology," P.T. Gwin, C.C. Pena, J.D. Harris, J.E. Cowen, 26th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 9-10, 2018.

"Self-assembly of PS-b-PEO films as a shadow mask for GaAs nanowire deposition," L.R. Steiner, S.C. Hall, J.D. Harris, 26th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 9-10, 2018.

"Synthesis and characterization of $Pd(SCN)_2(4\text{-mepy})_2$," N.L. Paul, K.E. Djernes, J.D Harris, 26th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 9-10, 2018.

Selected Presentations (Cont)

"Comparative toxicity of ZnO nanoparticles synthesized using different amines," C.C. Pena, K.A. Cornell, J.E. Cowen, and J.D. Harris, (Paper # INOR 744, 256th ACS National Meeting, Boston, MA) August 19-23, 2018.

"Synthesis and characterization of ZnO nanoparticles and their use to photocatalyze the degradation of malachite green," A.E. Harris, J.D. Harris, C.C. Pena, and J.E. Cowen, (Paper # INOR 724, 256th American Chemical Society National Meeting, Boston, MA) August 19-23, 2018.

"NiO nanoparticle synthesis, characterization, and toxicology", P.T. Gwin, C.C. Pena, J.D. Harris, J.E. Cowen, 2018 Idaho INBRE Conference, Moscow, ID, July 31-Aug. 1, 2018.

"Self-assembly of PS-b-PEO films as a shadow mask for GaAs nanowire deposition," L.R. Steiner, S.C. Hall, A.J. Christy, and J.D. Harris, (Paper # INOR 834, 255th ACS National Meeting, New Orleans, LA) March 18-22, 2018.

"NiO nanoparticle synthesis, characterization, and toxicology," P.T. Gwin, C.C. Pena, K.A. Cornell, J.E. Cowen, and J.D. Harris, (Paper # INOR 804, 255th ACS National Meeting, New Orleans, LA) March 18-22, 2018.

"Comparative toxicity of ZnO nanoparticles synthesized using different amines," C.C. Pena, K.A. Cornell, J.E. Cowen, and J.D. Harris, (Paper # INOR 800, 255th American Chemical Society National Meeting, New Orleans, LA) March 18-22, 2018.

"Synthesis and characterization of ZnO nanoparticles and their use as a photocatalyst," J.D. Harris, C.C. Pena, A.E. Harris, and J.E. Cowen, (Paper # INOR 799, 255th ACS National Meeting, New Orleans, LA) March 18-22, 2018.

"Self patterning of PS-*b*-PEO as a shadow mask for quantum nanowire deposition," L.R. Steiner, S.C. Hall, J.D. Harris, 25th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 10-11, 2017.

"NiO nanoparticle synthesis, characterization, and toxicology," P.T. Gwin, C.C. Pena, J.D. Harris, J.E. Cowen, 25th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 10-11, 2017.

"Use of ZnO nanoparticles to photodegrade azo dye Janus Green B," A.W. Silva, H. Anderson, C.C. Pena, J.E. Cowen, J.J. Pak, J. Croteau, D. Butt, and J.D. Harris, 25th Regional

Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 10-11, 2017.

"NiO nanoparticle synthesis, characterization, and toxicology", P.T. Gwin, C.C. Pena, J.D. Harris, J.E. Cowen, 2017 Idaho INBRE Conference, Aug. 1-2, 2017.

Selected Presentations (Cont)

"Nanostructured Lithography through Self Assembly of Diblock Copolymers," L.R. Steiner, A.J. Christy, J.D. Harris, D. Estrada, (Paper # CHED 1748, 253rd ACS National Meeting, San Francisco, CA) April 2-6, 2017.

"Effect of ZnO nanoparticle morphology on photodegradation of Janus Green B azo dye", H. Anderson, C.C. Pena, J.E. Cowen, J.J. Pak, J. Croteau, D. Butt, and J.D. Harris, (Paper # CHED 1262, 253rd ACS National Meeting, San Francisco, CA) April 2-6, 2017.

"Neurodevelopmental toxicity of low concentration silver nanoparticles in embryonic zebrafish (*Danio rerio*)", T. Hemphill, V. Nicolae, A. Latta, S. Robertson, R. Manteca, C.C. Pena, J.J. Pak, M.A. Thomas, and J.D. Harris, (Paper # CHED 1259, 253rd ACS National Meeting, San Francisco, CA) April 2-6, 2017.

"Nanostructured Lithography through Self Assembly of Diblock Copolymers," L.R. Steiner, A.J. Christy, J.D. Harris, D. Estrada, 25th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 4-5, 2016.

"Effect of ZnO nanoparticle morphology on photodegradation of Janus Green B azo dye", H. Anderson, C.C. Pena, J.E. Cowen, J.J. Pak, J. Croteau, D. Butt, and J.D. Harris, 25th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 4-5, 2016.

"Neurodevelopmental toxicity of low concentration silver nanoparticles in embryonic zebrafish (*Danio rerio*)", T. Hemphill, V. Nicolae, A. Latta, S. Robertson, R. Manteca, C.C. Pena, J.J. Pak, M.A. Thomas, and J.D. Harris, 25th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, November 4-5, 2016.

"Environmental toxicology & health implications of nanomaterials", J.D. Harris, 2016 Idaho INBRE Conference, Aug. 1-3, 2016.

"Effect of ZnO nanoparticle morphology on photodegradation of Janus Green B azo dye", H. Anderson, C.C. Pena, J.E. Cowen, J.J. Pak, J. Croteau, and J.D. Harris, 2016 Idaho INBRE Conference, Aug. 1-3, 2016.

"Neurodevelopmental toxicity of low concentration silver nanoparticles in embryonic zebrafish (*Danio rerio*)", T. Hemphill, V. Nicolae, A. Latta, S. Robertson, R. Manteca, C.C.

Pena, J.J. Pak, M.A. Thomas, and J.D. Harris, 2016 Idaho INBRE Conference, Aug. 1-3, 2016.

"Nanostructured polymer lithography for electronic applications," A.J. Christy, N. McKibben, J.D. Harris, D. Estrada, 2016 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, April 15, 2016.

Selected Presentations (Cont)

"Influence of ZnO particle size and morphology on the photocatalytic degradation of malachite green," J.D. Harris, A.E. Harris, C. Pena, S. Bryant, A.J. Christy, J. Cowen and J. Pak, (Paper # INOR 933, 251th ACS National Meeting, San Diego, CA) March 12-17, 2016.

"Nanostructured polymer lithography for electronic applications," A.J. Christy, J.D. Harris, and D. Estrada, (Paper # PMSE 295, 251th ACS National Meeting, San Diego, CA) March 12-17, 2016.

"Effect of ZnO morphology on the photodegradation of malachite green oxalate," S. Bryant, K. Laughlin, C. Pena, and J.D. Harris, 24nd Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 6-7, 2015.

"Nanostructured polymer lithography for photovoltaic applications," A.J. Christy, N. McKibben, J.D. Harris, D. Estrada, 24nd Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 6-7, 2015.

"Effect of ZnO morphology on the photodegradation of malachite green oxalate," A.J. Christy, S. Bryant, K. Laughlin, N. McKibben, and J.D. Harris, 4th Biennial Western Regional IDeA Scientific Conference, Cour d'Alene, ID, October 12-14, 2015.

"Effect of ZnO morphology on the photodegradation of malachite green oxalate," S. Bryant, K. Laughlin, N. McKibben, and J.D. Harris, 70th ACS Northwest Regional Meeting, Pocatello, ID, June 21-24, 2015.

"Nanostructured polymer lithography for photovoltaic applications," A.J. Christy, N. McKibben, J.D. Harris, D. Estrada, 70th ACS Northwest Regional Meeting, Pocatello, ID, June 21-24, 2015.

"Effect of ZnO morphology on the photodegradation of malachite green oxalate," S. Bryant, K. Laughlin, N. McKibben, and J.D. Harris, (Paper # CHED 901, 249th ACS National Meeting, Denver, CO) March 22-26, 2015.

"Nanostructured polymer lithography for photovoltaic applications," A.J. Christy, N. McKibben, J.D. Harris, D. Estrada, (Paper # CHED 1053, 249th ACS National Meeting, Denver, CO) March 22-26, 2015.

"Nanostructured polymer lithography for photovoltaic applications," A.J. Christy, N. McKibben, J.D. Harris, D. Estrada, 2015 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, March 20, 2015.

"Effect of ZnO Morphology on the Photodegradation of Malachite Green Oxalate," S. Bryant, K. Laughlin, and J.D. Harris, 23nd Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 14-15, 2014.

Selected Presentations (Cont)

"Nanostructured Lithography Through Self Assembly of Diblock Copolymers," N. McKibben, A.J. Christy, J.D. Harris, D. Estrada, 23nd Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Vancouver, WA, November 14-15, 2014.

"Nanostructured Polymer Lithography for Photovoltaic Applications," N. McKibben, A.J. Christy, J.D. Harris, D. Estrada, J. McNatt, 23rd Space Photovoltaic Research and Technology Conference, Cleveland, OH, October 28-30, 2014.

"Effect of ZnO Morphology on the Photodegradation of Malachite Green Oxalate," S. Bryant, K. Laughlin, and J.D. Harris, Idaho Conference on Undergraduate Research, Boise, ID, July 30-31, 2014.

"Nanostructured Polymer Lithography for Photovoltaic Applications," N. McKibben, J.D. Harris, J. McNatt, 2014 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, April 18, 2014.

"Nanostructured Polymer Lithography for Photovoltaic Applications," N. McKibben, J.D. Harris, J. McNatt, 22nd Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Portland, OR, November 8-9, 2013.

"Nanostructured Polymer Lithography for Photovoltaic Applications," N. McKibben, J.D. Harris, J. McNatt, 2013 NASA Glenn Research Center Summer Student Internship Presentation, Cleveland, OH, August 5, 2013.

"Nanostructured Polymer Lithography for Photovoltaic Applications," J.D. Harris, N. McKibben, J. McNatt, 2013 NASA Glenn Research Center Summer Faculty Fellowship Presentation, Cleveland, OH, August 5, 2013.

"Effect of ZnO Size & Morphology on the Photodegradation of Organic Dyes," D.S. Stout, A.W. Rusch, K.A. Nogales, K. Goettsche, J.D. Harris, W.B. Knowlton, A. Punnoose, and S.M. Hubbard, 2013 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, April 12, 2013.

"Effect of ZnO morphology on the photodegradation of phenol red," A.W. Rusch, K.R.

Nogales, K. Goettsche, J.D. Harris, P. Walker, W.B. Knowlton, A. Thurber , A. Punnoose, S. Christopher and S.M. Hubbard, 21st Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Walla Walla, WA, October 26-27, 2012.

"The use of amines to control ZnO morphology," K. Goettsche, C.E. Larson, W. Hanson, J.D. Harris, A. Thurber, P. Walker, A. Punnoose, W.B. Knowlton, S. Christopher and S.M. Hubbard, 67th ACS Northwest Regional Meeting, Boise, ID, June 24-27, 2012.

"Synthesis and characterization of $Zn(acetate)_2(amine)_x$ compounds and their use as precursors to ZnO," J.D. Harris, A.R. Snyder, J.R. Walker, A. Thurber, P. Walker, W.B. Knowlton, A. Punnoose, S. Christopher and S.M. Hubbard, 67th ACS Northwest Regional Meeting, Boise, ID) June 24-27, 2012.

Selected Presentations (Cont)

"The use of amines to control ZnO morphology," K. Goettsche, C.E. Larson, W. Hanson, J.D. Harris, A. Thurber, P. Walker, A. Punnoose, W.B. Knowlton, S. Christopher and S.M. Hubbard, 2012 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, April 20, 2012.

"Synthesis and characterization of $Zn(acetate)_2(amine)_x$ compounds and their use as precursors to ZnO," J.D. Harris, A.R. Snyder, J.R. Walker, A. Thurber, P. Walker, W.B. Knowlton, A. Punnoose, S. Christopher and S.M. Hubbard, 2012 IEEE Workshop on Microelectronics and Electron Devices, Boise, ID, April 20, 2012.

"Synthesis and characterization of $Zn(acetate)_2(amine)_x$ compounds and their use as precursors to ZnO," J.D. Harris, A.R. Snyder, J.R. Walker, A. Thurber, P. Walker, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # INOR 323, 243th ACS National Meeting, San Diego, CA) March 25-29, 2012.

"Synthesis and characterization of $Zn_{1-x}Co_xO$ using $Zn(acetate)_2(amine)_x$ precursors," L.A. Smith, J.D. Harris, A. Punnoose, A. Thurber, W.B. Knowlton, P. Walker, and B.J. Frost, 20th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Seattle, WA, November 11-12, 2011.

"Synthesis and characterization of $Zn(acetate)_2(amine)_x$ compounds and their use as precursors to ZnO," J.R. Walker, J.D. Harris, A. Punnoose, A. Thurber, W.B. Knowlton, P. Walker, and B.J. Frost, 20th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Seattle, WA, November 11-12, 2011.

"The use of amines to control ZnO morphology," K. Goettsche, J.D. Harris, A. Punnoose, A. Thurber, W.B. Knowlton, P. Walker, S. Christopher and S.M. Hubbard, 20th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Seattle, WA, November 11-12, 2011.

"Synthesis and characterization of cobalt doped ZnO powders and films," L.A. Smith, T.

Fereday, J.D. Harris, A. Thurber, J. Brotherton, P. Walker, W.B. Knowlton, A. Punnoose and B.J. Frost, (53rd Annual Symposium of the Idaho Academy of Science, Caldwell, ID) March 31 – April 2, 2011.

"Modification of ZnO crystal morphology by the addition of amines," J.R. Walker, J.D. Harris, A.R. Snyder, A. Thurber, P. Walker, J. Brotherton, W.B. Knowlton, A. Punnoose and B.J. Frost, (53rd Annual Symposium of the Idaho Academy of Science, Caldwell, ID) March 31 – April 2, 2011.

"Synthesis and characterization of cobalt doped ZnO powders and films," L.A. Smith, T. Fereday, J.D. Harris, A. Thurber, J. Brotherton, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # INOR 667, 241th ACS National Meeting, Anaheim, CA) March 27-31, 2011.

"Modification of ZnO crystal morphology by the addition of amines," J.D. Harris, A.R. Snyder, C.E. Larson, J.R. Walker, A. Thurber, P. Walker, J. Brotherton, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # INOR 665, 241th ACS National Meeting, Anaheim, CA) March 27-31, 2011.

Selected Presentations (Cont)

"Synthesis and characterization of cobalt doped ZnO," L.A. Smith, J.D. Harris, T.R. Fereday, A. Punnoose, A. Thurber, W.B. Knowlton, B. Beausoleil, P. Walker, and B.J. Frost, 19th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, McMinnville, OR, November 12-13, 2010.

"Working toward the synthesis of phosphorous-doped ZnO from single source chemical precursors," W. Hanson, J.D. Harris, L.A. Smith, A. Snyder, A. Thurber, W.B. Knowlton, A. Punnoose, and B. Beausoleil, 19th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, McMinnville, OR, November 12-13, 2010.

"Synthesis and characterization of cobalt doped ZnO," L.A. Smith, T.R. Fereday, J.D. Harris, A. Thurber, J. Brotherton, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # INOR 755, 240th ACS National Meeting, Boston, MA) August 22-26, 2010.

"Synthesis and characterization of transition metal-doped ZnO," L.A. Smith, T.R. Fereday, J.D. Harris, J. Brotherton, A. Thurber, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # CHED 782, 239th ACS National Meeting, San Francisco, CA) March 21-25, 2010.

"Synthesis and characterization of ZnO sol-gel powders," A.R. Snyder, L.A. Smith, T.R. Fereday, J.D. Harris, A. Thurber, J. Brotherton, P. Walker, W.B. Knowlton, and A. Punnoose, (Paper # CHED 783, 239th ACS National Meeting, San Francisco, CA) March 21-25, 2010.

"Growth and characterization of ZnO thin films,", T.R. Fereday, L.A. Smith, A.R. Snyder, J.D. Harris, A. Thurber, J. Brotherton, W.B. Knowlton, A. Punnoose and B.J. Frost, (Paper # CHED 784, 239th ACS National Meeting, San Francisco, CA) March 21-25, 2010.

"Synthesis and characterization of ZnO from single source precursors," A.R. Snyder, L.A.

Smith, T.R. Fereday, J.D. Harris, W.B. Knowlton and A. Thurber, 18th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Spokane, WA, October 30-31, 2009.

"Synthesis and characterization of p-type ZnO from single source precursors," J.D Harris, J.S. Hyslop, J.L. Young, A. Punnoose, S.M. Hubbard and B.J. Frost, 64nd ACS Northwest Regional Meeting, Tacoma, WA, June 28 – July 1, 2009.

"Synthesis and characterization of p-type ZnO films from single source precursors," J.S. Hyslop, J.L. Young and J.D Harris, 17th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Tacoma, WA, November 7-8, 2008.

"Chemical vapor deposited and template synthesized carbon nanotubes for polymer solar cells," J.L. Young, J.D. Harris and R.P. Raffaelle, 50th Annual Meeting and Symposium of the Idaho Academy of Science, Boise, ID, March 27-29, 2008.

"Use of $Zn(acetate)_2(amine)_x$ compounds as precursors to N-doped ZnO," J.S. Hyslop and J.D Harris, 16th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Salem, OR, November 2-3, 2007.

"Inorganic research at Northwest Nazarene University," J.D. Harris, 2007 NSF REU Minisymposium, University of Nevada, Reno, Reno, NV, August 15, 2007.

Selected Presentations (Cont)

"Integration of NMR Spectroscopy throughout the undergraduate chemistry curriculum," D.F. Nogales, D.T. Anstine, J.D. Harris and J. Chase, Paper # 32, 62nd ACS Northwest Regional Meeting, Boise, ID, June 17-20, 2007

"Chemical vapor deposited and template synthesized carbon nanotubes for polymer solar cells," J.L. Young, J.D. Harris and R.P. Raffaelle, Paper # 46, 62nd ACS Northwest Regional Meeting, Boise, ID, June 17-20, 2007

"Synthesis and characterization of new chemical precursors for p-type metal oxide semiconductors," J.S. Hyslop, J.L. Young, J.D. Harris and B.J. Frost, Paper # 49, 62nd ACS Northwest Regional Meeting, Boise, ID, June 17-20, 2007

"Integration of NMR Spectroscopy throughout the undergraduate chemistry curriculum," D.F. Nogales, D.T. Anstine, J.D. Harris and J. Chase, (Paper # CHED 185, 233rd ACS National Meeting, Chicago, IL) March 25-29, 2007.

"Chemical vapor deposited and template synthesized carbon nanotubes for polymer solar cells," J.L. Young, J.D. Harris and R.P. Raffaelle, (Paper # CHED 1186, 233rd ACS National Meeting, Chicago, IL) March 25-29, 2007.

"Synthesis and characterization of new chemical precursors for p-type metal oxide semiconductors," J.S. Hyslop, J.L. Young, J.D. Harris and B.J. Frost, (Paper # CHED 1256,

233rd ACS National Meeting, Chicago, IL) March 25-29, 2007.

"New Chemical Precursors for p-type Metal Oxide Semiconductors," J.S. Hyslop, J.L. Young, and J.D Harris, 15th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Portland, OR, October 20-21, 2006.

"Chemical Vapor Deposited Carbon nanotubes for Polymer Solar Cells," J.D. Harris, J.L. Young, K.E. Djernes, J.A. Benjamin, R.P. Raffaelle, and B.J. Frost, Paper # 98, 61st ACS Northwest Regional Meeting, Reno, NV, June 25-28, 2006.

"New Catalysts for Carbon Nanotube-based Polymer Solar Cells," K.E. Djernes, J.A. Benjamin, J.D Harris, 14th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Nampa, ID, November 11-12, 2005.

"New Catalyst Precursors for Carbon Nanotube Growth," J.A. Benjamin, J.D Harris, 47th Annual Meeting and Symposium of the Idaho Academy of Science, Nampa, ID, April 7-9, 2005.

"New Catalyst Precursors for Carbon Nanotube Growth," J.A. Benjamin, J.D Harris, 13th Regional Conference on Undergraduate Research of the Murdock College Science Research Program, Portland, OR, November 12-13, 2004.

"Optimization of Atmospheric Pressure Spray Chemical Vapor Deposited Thin Films of $CuInS_2$ to Achieve Higher Efficiency Solar Cells on Polymer Substrates," J.D. Harris, 3rd NASA Idaho EPSCoR Annual Meeting, Moscow, ID, October 26, 2004.

Selected Presentations (Cont)

"Photovoltaic Applications of Atmospheric Pressure Spray Chemical Vapor Deposited $CuInS_2$ Films," J.D. Harris, K.K. Banger, D.A. Scheiman, M.A. Smith, A.F. Hepp, (Paper # 629, 202nd Meeting of the Electrochemical Society, Salt Lake City, UT) October 20-25, 2002.

"Atmospheric Pressure Spray Chemical Vapor Deposited $CuInS_2$ Thin Films For Photovoltaic Applications," J.D. Harris, R.P. Raffaelle, K.K. Banger, A.F. Hepp, 17th Space Photovoltaic Research Conference, Brookpark, OH, September 11-13, 2001.

"Thin-film Microelectronic Solar Power Systems," J.D. Harris, A.F. Hepp, D. Scheiman and R.P. Raffaelle, (Paper # 361, 222nd ACS National Meeting, Chicago, IL) August 26-30, 2001.

"Facile Modulation and Preparation of Single-Source Precursors for Low-Temperature Deposition of Ternary Chalcopyrite Materials," K.K. Banger, J. Cowen, J.D. Harris, R. McClarnon, A. Riga, S. Duraj, A.F. Hepp, (Paper # 367, 222nd ACS National Meeting, Chicago, IL) August 26-30, 2001.

"Using Single Source Precursors and Spray Chemical Vapor Deposition to Grow Thin-Film $CuInS_2$," J.D. Harris, D.G. Hehemann, J.E. Cowen, A.F. Hepp, R.P. Raffaelle, J.A. Hollingsworth, (28th IEEE Photovoltaic Specialists Conference Anchorage, AK) September 17-22, 2000.

"Synthetic and Structural Studies of Indium and Gallium Compounds," A.F. Hepp, J.D. Harris and S.A. Duraj, (ACS Cleveland Section, Meeting in Miniature. Berea, OH) March 2000.

"Thin-Film Microelectronic Solar Power Systems," A.F. Hepp, G. Rybicki, J.D. Harris, D. Scheiman and R.P. Raffaelle, (NanoSpace 2000 – Advancing the Human Frontier, League City, TX) January 23 – 28, 2000.

"NMR and Other Techniques for Understanding Zirconium Halide Clusters, Inside and Out," J. D. Harris and T. Hughbanks, (213th ACS National Meeting. San Francisco, CA) April 1997.

"NMR and Other Techniques for Understanding Zirconium Halide Clusters, Inside and Out," J. D. Harris and T. Hughbanks, (Industry-University Cooperative Chemistry Program. College Station, TX) October 1996.

"Ligand Exchange Chemistry of Centered Octahedral Zirconium Halide Clusters," J. D. Harris and T. Hughbanks, (211th ACS National Meeting. New Orleans, LA) March 1996.

Research Grant Awards as Principal Investigator: Awards Totaling $2,494,796

Idaho INBRE Summer Research Mentor – "Enhancing ZnO antibacterial properties by incorporating plant extracts," $44,800, submitted 1/28/2021, declined.

Idaho INBRE Summer Research Mentor – "Enhancement of ZnO antibacterial properties by incorporation of plant extracts," $89,600, 05/01/19 – 04/30/21.

Research Grants (Cont)

NIH: "Novel nanoparticles for antibiotic and chemotherapeutic applications," $386,426, submitted 10/25/2018, declined.

M.J. Murdock Charitable Trust, "Understanding how synthesis conditions, size, shape and surface ligands alter the toxicity of zinc oxide and copper indium disulfide nanoparticles in cancer cells and bacteria," $60,000, submitted 10/1/2018, declined.

NASA Idaho Space Grant Consortium Collaboration Grant, "Travel to NASA Glenn Research Center", $3,654, submitted 3/7/2018, declined.

NIH: "Novel nanoparticles for antibiotic and chemotherapeutic applications," $386,426, submitted 2/26/2018, declined.

NASA Idaho Space Grant Consortium Collaboration Grant, "Travel to NASA Glenn Research Center", $3,247, 05/01/17 – 10/15/17.

NIH: "Environmental toxicology and human health implications of nanoparticles," $364,334, submitted 10/15/2016, declined.

NASA Idaho Space Grant Consortium Crosscutting Strategy Grant: "ISGC Crosscutting Project: Nanostructured Polymer Lithography for Photovoltaic Deposition Template," $10,000, submitted 10/10/2016, declined.

NASA Idaho Space Grant Consortium Crosscutting Strategy Grant: "ISGC Crosscutting Project: Nanostructured Polymer Lithography for Photovoltaic Deposition Template," $10,000, 11/01/2015 – 10/31/2016.

Idaho INBRE Developmental Research Project – "Environmental toxicology and human health implications of nanoparticles, Part 1," $797,650, 5/1/2014 – 4/30/19.

NASA Idaho Space Grant Consortium STEM Grant – "ISGC STEM Project: Nanostructured Polymer Lithography For Photovoltaic Deposition Template," $2,000, submitted 11/1/13, declined.

NNU – Dean's Summer Research Fund entitled "A study of the solution-based synthesis of N-doped ZnO," $9,000, May – Aug. 2012.

Idaho NASA EPSCoR Travel Grant. Travel to NASA Glenn Research Center, Cleveland, OH. $1,600, May 2012.

NSF MRI: "Acquisition of a CCD-Equipped X-ray Diffractometer at Boise State University," E. Brown, J. Thurston, K. Cornell, J. Harris, $483,450, submitted 4/21/10, declined.

Research Grants (Cont)

NNU – Dean's Summer Research Fund entitled "A study of the solution-based synthesis of N-doped ZnO," $3,500, 2009.

NSF CRIF:MU: "Acquisition of a CCD-Equipped X-ray Diffractometer at Boise State University," C. LeMaster, B. Bennett, E. Brown, J. Harris, $487,276, submitted 6/23/09, declined.

NSF-DMR-0840265 "Collaborative Research: RUI: A study of the solution-based synthesis of N-doped ZnO, Co- and Mn-doped ZnO, and (N,Mn)- and (N,Co)-codoped ZnO", J.D. Harris, A. Punnoose, W.B. Knowlton, S.M. Hubbard, $209,823, 2008-2012.

NNU – Dean's Summer Research Fund: "A study of the solution-based synthesis of N-doped ZnO," $14,100, 2008.

NSF-DMR "IMR: Acquisition of Fourier Transform Infrared Spectroscopic Facility for Materials Research and Student Training", D.A. Tenne, J.D. Harris, M. Mitkova, A. Punnoose, $254,760, submitted 1/10/08, declined.

NSF-DMR-0722699 "MRI: Acquisition of an XPS system for Interdisciplinary Research and Education," A. Punnoose, D. Butt, T. Fujiwara, K. Feris, J.D. Harris, $564,000, 2007-2010.

NNU – Watson Fellowship Fund: "Vertically Aligned Carbon Nanotubes for Polymer Solar Cells," $6,000, 2005-2006.

Research Corporation: "Thermogravimetric Analysis of High-Purity Nitrogen-Doped Carbon Nanotubes and Carbon Nanotube Catalysts," $38,483, submitted 5/12/05, declined.

NASA Idaho Space Grant Consortium Research Initiation Grant: "High Purity, Vertically Aligned Carbon Nanotubes for Polymer Solar Cells," $30,000, 2005-2007.

American Chemical Society - The Petroleum Research Fund: "New Catalyst Precursors for Carbon Nanotubes," $35,000, submitted 12/13/04, declined.

M. J. Murdock Charitable Trust: "Acquisition of a 300 MHz NMR," D.F. Nogales, D.T. Anstine, J. R. Chase and J.D. Harris, $86,500, 2004-2007.

NASA Idaho EPSCoR Research Initiation Grant: "New Catalyst Precursors for Carbon Nanotube Growth," $25,000, submitted 9/17/04, declined.

NSF-CCLI-ANI-0411319 "Integration of NMR Spectroscopy Across the Undergraduate Curriculum," D.F. Nogales, D.T. Anstine, J. R. Chase and J.D. Harris, $88,932, 2004-2007.

NASA Idaho EPSCoR Research Initiation Grant: "Optimization of Spray Chemical Vapor Deposited Thin Films of $CuInS_2$ to Achieve Higher Efficiency Solar Cells on Polymer Substrates," $30,000, 2003-2004.

Research Grants (Cont)

NASA Glenn Research Center: "Dye-Sensitized Solar Cells for Space Power," S.A. Duraj and J.D. Harris, $140,000, 2001-2003.

NASA Glenn Research Center: "Analysis and Characterization of Advanced Materials for Aerospace Applications," D.G. Hehemann and J.D. Harris, $238,468, 2001-2002.

NASA Glenn Research Center: "Spin-on Glassy Electrolytes for Thin-Film Lithium Microelectronic Batteries," R.P. Raffaelle, J.D. Harris, P.N. Kumta, and D.A. Scheiman, $46,182, 2000-2001.

NASA Glenn Research Center Strategic Research Fund: "Ultra Low Cost, Light Weight Dye Sensitized Nanocrystalline Solar Cells," A.F. Hepp, S.G. Bailey and J.D. Harris, $60,000, 1999-2000.

NASA Glenn Research Center: "Thin Film Technology for Space Power," A.R. Chowdhury and J.D. Harris, $99,994, 1999-2001.

Curriculum Vitae
for Jennifer Ruth Chase

TITLE: Professor of Biology
BIRTHDATE: [redacted]
BIRTHPLACE: [redacted]
CURRENT ADDRESS: [redacted]

EDUCATION

Institution	Degree	Year	Field of Study
Point Loma Nazarene College, San Diego CA	B.A., *Magna cum laude*	1987-1990	Biology/Chemistry
Yale University	PhD.	1990-1998	Molecular Biophysics and Biochemistry
University of Manchester Manchester, UK	MSc *with Distinction*	2014-2017	Digital Biology (Bioinformatics)

PROFESSIONAL EXPERIENCE

2006-present	Professor, Dept. of Biology, Northwest Nazarene University, Nampa, ID
2002-2006	Chair, Dept. of Chemistry, Northwest Nazarene University, Nampa, ID
1996-2006	Faculty, Dept. of Chemistry, Northwest Nazarene University, Nampa, ID
2001-2003	Author of technology-based supplemental materials for Prentice-Hall Publishers.
1990 (March-Aug)	Associate Chemist, Dept. of Regulatory Affairs, Alliance Pharmaceutical Corporation, La Jolla, CA

PROFESSIONAL AFFILIATIONS

2019-Present	AAAS (elected to council for the Pacific Division, 2019)
2017-present	Society for the Study of Reproduction
2010-present	Biochemical Society (UK)
2007-present	Cancer Prevention and Research Center (Washington State University)
1998-2014	Idaho Academy of Science
2009-2014	Research Society on Alcoholism
2006-2014	Mountain States Tumor Medical Research Institute
1998-2004	American Chemical Society
1993-1998	Society of Magnetic Resonance in Medicine

PUBLICATIONS

1. Holmlund, H., Marín-Hernández, Á., & **Chase, J. R**. (2020). Estradiol and progesterone affect enzymes but not glucose consumption in a mink uterine cell line (GMMe). *Bioscience reports*, 40(4).
2. Sheng, H., Duan, M., Hunter, S. S., Minnich, S. A., Settles, M. L., New, D. D., ... & Hovde, C. J. (2018). High-Quality Complete Genome Sequences of Three Bovine Shiga Toxin-Producing Escherichia coli O177: H-(fliCH25) Isolates Harboring Virulent stx2 and Multiple Plasmids. Genome announcements, 6(7), e01592-17.
3. Cho NE, Gurung P, Li M, Clemens DL, Underhill TM, James L, **Chase JR** and Saito T* (2016) Retinoid Regulation of Antiviral Innate Immunity in Hepatocytes *Hepatology* **63**(6):1783-1795
4. **Chase JR** (2015) Exploring evolution through the reproductive process *in* Walker S & Ooord T (eds) *Nazarenes Exploring Evolution*. SacraSage Press, Nampa ID
5. **Chase JR,** Poolman MG, Fell DA (2009) Contribution of NADH increases to ethanol's inhibition of retinol oxidation by human ADH isoforms. *Alcoholism: Clinical and Experimental Research* 33(4):571-580
6. **Chase, JR**, Rothman DL, Shulman RG (2001) Quantitation of flux control in the rat gastrocnemius glycogen synthesis pathway by in vivo NMR spectroscopy. *Am. J. Physiol.* Endo 280: E598-E607
7. Price TB, Perseghin G, Duleba A, Chen W, **Chase JR,** Rothman DL, Shulman RG, Shulman GI (1996) NMR studies of muscle glycogen synthesis in insulin-resistant offspring of parents with non-insulin-dependent diabetes mellitus immediately after glycogen-depleting exercise. *Proc Natl Acad Sci U S A.* **93**(11):5329-34
8. Hyder F, **Chase JR**, Behar KL, Mason GF, Siddeek M, Rothman DL, Shulman RG (1996) Increased tricarboxylic acid cycle flux in rat brain during forepaw stimulation detected with ^{1}H[^{13}C]NMR. *Proc Natl Acad Sci U S A*. **93**(15):7612-7
9. Bloch G, **Chase JR**, Meyer DB, Avison MJ, Shulman GI, Shulman RG (1994) In vivo regulation of rat muscle glycogen resynthesis after intense exercise. *Am. J. Physiol.* **266**:E85-E91
10. Bloch G, **Chase JR**, Avison MJ, Shulman RG (1993) In vivo ^{31}P NMR measurement of glucose-6-phosphate in the rat muscle after exercise. *Magnetic Resonance in Medicine*. **30**:347-350
11. McConnell M, Walker B, Middleton P, **Chase JR**, Owens J, Hyatt D, Gutierrez H, Williams M, Hambright D, Barry M, Sage S, Fuller G, Birdwell M, Rydelski, M, Risley S, Kat B (1992) Restriction endonuclease and genetic mapping studies indicate that the vegetative genome of the temperate, salmonella-specific bacteriophage, Epsilon 15, is circularly permuted. *Archives of Virology*. **123**(N1-2):215-221

PRESENTATIONS (recent)

1. "Flux control analysis of glycolysis in uterine cells with a COPASI kinetic model" JR Chase, K Heckathorn, H Bain, S Christensen, H Holmlund & A Yang; poster presentation at MPA 2019, Riga, Latvia Aug 2019
2. "Kinetic analysis of the hormonal regulation of carbohydrate metabolism in cultured mink uterine cells" JR Chase & H Holmlund; poster presentation at the AAAS-Pacific Division annual meeting, Ashland, OR June 2019 **AND** at NWRSS meeting, Astoria, OR, June 2019

3. "Metabolic modeling of the regulation of carbohydrate metabolism in cultured mink uterine cells" Jennifer Chase, L Gould, A Haas, H Holmlund, A Holston, M Escobar, A Hodonu, J Hunt, poster presentation at the Annual Meeting of the Society for the Study of Reproduction, New Orleans LA July 2018
4. "Modeling carbohydrate metabolism in GMMe cells to understand fertility" Jennifer Chase, Ayokunle Hodonu, L Gould, Abigail Haas, Hayden Holmlund, Andrew Holston, poster presentation at the "Metabolic Pathway Analysis" conference Montana State University, August, 2017
5. "Modeling of glycogen metabolism in the mink" Jennifer R. Chase, poster and oral presentation at "2016 Conference on Computational Modelling with COPASI," Manchester, UK, 12-13 May 2016
6. "*In silico* analysis of retinoid metabolism" Jennifer Chase, poster at "Metabolic Pathways Analysis 2015," Braga, Portugal 8-12 June 2015
7. "Genomic analysis of pathogenic gene clusters of *E. coli* O177:H25 str SH1-3 isolated in the Northwest" Jennifer Chase, T Douty, A Macdonald, T Widener, N Haragos, M Jacobsen, T Smith poster at INGRS, 21May15
8. "Genome assembly and initial annotation of E. coli ONT:H25 SH1" Jennifer Chase, D. Clark, C. Schumacher, T. Smith, poster at "The Inland Northwest Genomics Research Symposium" May, 2014
9. "Substrate use and robustness in human retinoic acid metabolic pathways" Jennifer R. Chase, poster presentation at "Metabolic Pathways Analysis 2013," Oxford, UK, 16-20 Sept 2013
10. "Systems modeling of retinoid metabolism in alcoholic disease" Jennifer R. Chase, oral presentation at the AAAS (Pacific Division) meeting, Boise, Idaho, 24-27 June, 2012

GRANTS & AWARDS

Ongoing Support

- Bohach C & Minnich S (PIs) 2019-2024
  JR Chase (summer research mentor) $35K/yr
  Title: Modeling glucose metabolism in uterine cells to identify factors affecting fertility
- JR Chase (CoPI w/D. Allen) 2019-2020
  $20,000/2yr Lilly Foundation
  Lilly Faculty Fellows Program

- JR Chase (PI-Mentor) 2019-2020
  $15,000/2yr M.J. Murdock Charitable Trust
  Partner in Science cooperating teacher: Tracey Cook
  Title: Modeling Carbohydrate Flux in Cultured Uterine Cells

Completed Funding

- Bohach C & Minnich S (PIs) 5/1/14-4/30/19
  SubAward: Pilot Project 5/1/17-4/30/19 $100,000/2yr

JR Chase (pilot PI)
Title: Modeling glucose metabolism in human uterine cells to identify factors affecting fertility
SubAward: Small Equipment Grant 9/1/18-12/1/18 $23,235
JR Chase, JD Harris, A Hodonu, J Nixon
Title: Enhancing Northwest Nazarene University Research with a Fluorescence Plate Reader

- JR Chase (PI-Mentor) 2016-2017
  $15,000/2yr M.J. Murdock Charitable Trust
  Partner in Science cooperating teacher: Brittany Sanchez
  Title: Modeling Carbohydrate Flux in Cultured Uterine Cells
- JR Chase (PI-Mentor) 2014-2015
  $15,000/2yr M.J. Murdock Charitable Trust
  Partner in Science cooperating teacher: Marria Coriel
  Title: Genome annotation and analysis of *Gemella haemolysans* and of 3 potentially pathogenic *E. coli* strains from the bovine RAJ
- Bohach, C, University of Idaho (PI) 7/1/09-3/31/14 50%effort
  P20RR016454 NIH/INBRE Idaho
  Subproject Title: Systems biology modeling of ethanol's effects on human retinoid metabolism
  Role: Collaborator $57234/yr for 5 years
- JR Chase (PI-Mentor) 2010-2012
  $15,000/2yr
  Title: Toward an understanding of the molecular basis of alcohol related diseases
  M.J. Murdock Partners in Science. Cooperating teacher Toby Baigrie.

- JR Chase (PI) 2010-2012 $15,000/2yr
  Title: Toward an understanding of the molecular basis of alcohol related diseases
  M.J. Murdock Partners in Science. Cooperating teacher Toby Baigrie.
- JR Chase (PI) 2009-2011 (summers) $38,000/2yr
  Title: Systems biology of retinol metabolism: interference of ethanol and NADH in the development of disease
  M.J. Murdock College Research Program for Life Sciences
- Chase, JR (Magnet PI) 2004-2009 NNU total: $1.3M
  Laskowski, M (PI) at the University of Idaho
  Title: "Idaho INBRE Program."
  INBRE program of the National Center for Research Resources at the NIH
  grant # P20 RR016454
- DF Nogales, DT Anstine, JD Harris, JR Chase (CoPIs) 2004-2006 $88,932
  Title: "Integration of NMR Across the Undergraduate Curriculum"
  National Science Foundation, NSF-CCLI
- Chase JR (PI) 2002-2003 $9500
  Title: "Enhanced Incorporation of Molecular Biology Techniques into the Idaho High School Science Classroom"
  Idaho State Dept of Education, Eisenhower Program

Amy McBride

[redacted] [redacted] [redacted]

WORK EXPERIENCE

Principal " Instructional Leadership"

2013 – Current Robert Stuart Middle School, Twin Falls, ID

Associate Principal (2011-2013)

- Idaho Secondary Principal of the Year 2018, IASSP member since 2011
- Observed and evaluated teachers using the Danielson Framework, while providing multiple opportunities for teachers to grow professionally with positive and constructive feedback.
- Implemented a new discipline reporting and logging system using Google Docs.
- Created, distributed, and collected electronic parent surveys for TFSD secondary schools.
- Designed and modeled content and language objectives and highly effective instructional strategies at staff meetings.
- Collaboratively developed the vision and plan for implementing the Common Core State Standards using the backward design model.
- Demonstrated a variety of engagement and literacy strategies in the classroom with teachers co-teaching.
- Planned instruction and assessments with teachers while integrating Common Core literacy and writing standards.
- Met with and observed one teacher daily to give formative feedback on their current practices.
- Participated with peer observation rounds each week to facilitate the instructional reflection and improvement process.
- Cultivated excellent relationships with staff, students, parents, and other district administration.
- Coordinated and oversaw federal programs at RSMS, while collecting documentation for federal programs audit in 2012-2013.
- Contributed to district through committee work: Safety, Drop-out Prevention, Admin Salary Comparison, Long-Range Facility Planning, and Professional Development Planning Committees.

Instructional Coach "Relationships, Relationships, Relationships!"

2008-2011 Wendell School District, Wendell, ID.

District Test Coordinator "Data-driven Decision Making"

2003- 2008 Wendell School District, Wendell, ID.

English Teacher "Engaging Students"

1993-2011 Wendell High School, Wendell, ID.

Education and Credentials

Master's in Education Leadership - Administration

University of Idaho, December 2010

Idaho Education Credential: Standard Secondary English 6-12 ("highly qualified" status)

Bachelor of Arts Iowa State University, May 1993.

Major: English, Secondary Education

36 continuing education credits from Idaho universities

Trainings

McRel Power Walkthrough Protocol

Danielson Framework for administrators

Project Leadership Level I, II, and III

CIP and WISE tool training

New Teacher Center Mentoring Program training

RTI Implementation

Sheltered Instruction Observation Protocol (SIOP)

Creating Independence through Student-owned Strategies (CRISS) certified trainer program

Common Core State Standards Implementation through TIA

Justin White, M.Ed.

[redacted]

Education

College of Education, University of Idaho — Moscow, Idaho
Certification, Special Education Director — May 2020

- Internship
- Focused on curriculum, assessment, and leadership

College of Education, University of Idaho — Moscow, Idaho
M.Ed., Educational Leadership — May 2017

- Administrative internship
- Focused on instructional practices and student assessment

College of Arts and Sciences, Boise State University — Boise, Idaho
B.A., Music Education — Dec. 2010

- K-12 Certification
- Distinguished Service Award
- Dr. Dan Nabors Award

Work Experience

Kimberly School District, Kimberly High School — Kimberly , Idaho
Principal — June 2020-Present

- Supervise and evaluate teachers
- Ensure quality of federal programs
- Enforce and resolve disciplinary issues
- Manage staff, schedules and events

Twin Falls School District, Robert Stuart Middle School — Twin Falls , Idaho
Associate Principal — June 2017-Present

- Supervise and evaluate teachers
- Ensure quality Special Education Program
- Enforce and resolve disciplinary issues
- Manage staff, schedules and events
- Communicate with families

Nampa School District, Skyview High School — Nampa, Idaho
Director of Bands — Aug. 2014-2017

- Consistent superior performance awards
- District Leadership committee member
- Organized parent booster organization

Melba School District, Melba Jr/Sr. High, and Melba Elementary — Melba, Idaho
Band and Choral Director — Jan. 2010-May 2014

- Community recognition for program growth
- Built award-winning marching band program

Brian Jadwin

[redacted] | bjadwin@wendellschools.org

PROFESSIONAL SKILLS

Education

I spent two years in Mexico, in part, learning Spanish. I continued increasing my knowledge of the Spanish language and received a B.A. in Spanish Education. I received my M.Ed. in Educational Leadership and have been a building principal since receiving the certification. In May 2021 I received my Ed.S. in Executive Educational Leadership from Boise State University.

Employment

I was a high school Spanish and Social Studies teacher for six years teaching various Spanish and American Government courses, including collegiate courses. In the past four years I have served as a building principal of a school with a high Latino and high poverty population and have used my Spanish skills on a daily basis. In addition, I conduct conflict resolution and mediation between, students, teachers, parents, and other stakeholders.

Personal

I am highly dedicated to my goals. I have participated in, and completed various ultra-marathons which require extensive training and planning. I also enjoy learning new things and new hobbies.

PROFESSIONAL WORK EXPERIENCE

Middle School Principal and Athletic Director, August 2017-Present
Wendell School District, Wendell, ID
Job Type: 40-60 hours per week, Full-Time
Supervisor: Tim Perrigot, (208) 536-0961

During my time as the MS principal I have helped increase math scores (10.5%) and science scores (2.3%) on state standardized testing. I wrote and received a multi-year grant targeting high-needs schools valued at approximately $407,000. I have been able to increase parental and community involvement through after-school activities and programs. I introduced new curriculum in the social studies department, introduced wholly new curriculum geared for our middle school population and oversaw the implementation of new curriculum throughout the different subjects and grades. I am in charge of supervising and evaluating 21 certificated staff and 10 classified employees. I identified issues with the bus/parent pick up/drop off protocol and introduced a new method that is safer and reduced student tardies by approximately 12%. I also created, developed, presented and brought in other individuals for staff professional development. Test scores are improving and the WMS students are showing constant growth.

Online Teacher, August 2019-Present
Idaho Digital Learning Academy, Meridian, ID
Job Type: 10-20 hours per week, Part-Time
Supervisor: Ryan Bowman, 1-888-935-3614 ext. 672

High School Teacher, August 2011-July 2017
Oneida School District, Malad, ID
Job Type: 40-60 hours per week, Full-Time
Supervisor: Rich Moore, (208)-534-6080

EDUCATION

Ed.S. Executive Educational Administration, May 2021
Boise State University, Boise, ID, GPA 4.0
M. Ed. Educational Leadership, May 2017
University of Idaho, Lewiston, ID, GPA 4.0
Bachelor of Arts in Spanish Education, Minor in American Government Education, December 2010
Brigham Young University-Idaho, Rexburg, ID, GPA 3.7

Mary Lynn Spiker
[redacted]

February 25, 2022

Idaho State Department of Education
650 West State Street, Suite 30
Boise, ID 83720

To whom it may concern:
I was recently informed that seven members of the Professional Standards Commission (PSC) would conclude their term of membership on June 30, 2022. Because of my interest in professional learning and legislative advocacy, Amy Kernin-Laye from the Northwest Professional Educators (NWPE) reached out to invite me to consider applying for one of the positions. Upon reading her letter, I first went to my Idaho Code of Ethics booklet, which sits on my desk. It serves as a constant reminder of the power I hold as an educator to elevate this amazing profession and grow children far beyond anyone's imagination.

In the words of our State Superintendent, Sherri Ybarra, "Education has the power to be 'the great equalizer,'" providing opportunities to all students. However, to truly serve as an "equalizer," educators must abide by the highest standards as they are entrusted with the state's greatest commodity, its children. Again, in the words of our State Superintendent, "Our work must emphasize accountability, high expectations, and achievement for all," realizing that educators' accountability extends beyond the classroom into the families and communities we are fortunate to serve.

Being a teacher is my six-year-old dream that has played out for over 30 years now. I love and cherish this profession with every ounce of my being and would be honored to be a part of this committee that upholds the standards that govern it. Thereby ensuring educators serve with integrity, dignity, honesty, and mutual respect, an example of true professionalism.

Sincerely,
Mary Lynn Spiker

"She empowers and influences beyond the classroom and school years."
Lana Borgholthaus
Parent

"Because Mary is intelligent, organized, prompt, nonthreatening and demonstrates integrity, she is the 'go to person' for teachers in her building who need advice as well as kindergarten personnel in the district who need questions answered. Parents also respond to her tireless commitment and energy as they become partners with Mary in their child's education."
Jeanne Jones
Pocatello-Chubbuck School District
Colleague

Mary Lynn Spiker

Education & Credentials

WALDEN UNIVERSITY, Minneapolis, Minnesota, 55401
Master of Science in Education Specialization: Teacher Leadership (K-12)
2019

MONTANA STATE UNIVERSITY BILLINGS, BILLINGS, MT 59102
Bachelor of Science in Education, 1987

IDAHO STATE UNIVERSITY, POCATELLO, ID 83209

BOISE STATE UNIVERSITY, BOISE, ID 83725

NORTHWEST NAZARENE UNIVERSITY, Nampa, ID 83686

UNIVERSITY OF ALASKA, Juneau, AK 99801

EASTERN OREGON STATE COLLEGE, LaGrande, OR 97850

CENTER GRADUATE COLLEGE, Saratoga, CA 95070

Awards

2017 **Idaho Teacher of the Year**

2015-2016 **P.I.E.S. (Positive Influence for Educational Success) Award Recipient**

2015-2016, 2012-2013, 2010-2011,2008-2009 **Simplot Inspirational Award Nominee**

2014-2015, 2009-2010, 2007-2008 **Simplot Inspirational Award Finalist**

2006-2007, 2004-2005 **Recognized in Who's Who Among American Teachers and Educators**

2004-2005, 2001-2002 **Wal*Mart Teacher of the Year**

2004-2005 **The Post Register and NIE (Newspapers in Education) Teacher of the Year**

2003-2004 **Disney Hand Teacher Awards Nominee**

References

Brenda Miner
Administrator
Pocatello -Chubbuck School District No. 25
Pocatello, ID 83202
807 Washburn
208.251.2687 (Cell)
208.237.6050 (School)

Lana Borgholthaus
Parent
785 Alpine Drive
Chubbuck, ID 83202
208.705.0116

Jeanne Jones
Teacher, Colleague
Pocatello, ID 83201
208.251.8213

Linda Dunbar
Retired Administrator, Blackfoot School District No. 55
198 Hill Ridge Avenue
Blackfoot, ID
234.542.2850

Exhibit J

Date submitted_____

APPLICATION FOR PROFESSIONAL STANDARDS COMMISSION

Name Marianne Sletteland School-Potlatch Elementary School

Home Address-[redacted]

Sch. Address-130 6th Street Potlatch, ID 83855

Home Ph. [redacted] Sch. Ph. 208-875-1331

E-mail Address-[redacted]

PSC Position applied for: (check one)
(a) ___ secondary classroom teacher
(b) ___ elementary classroom teacher
(c) ___ pupil personnel services
(d) X exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
Elementary Education K-8	8/31/2019
Special Education K-12	8/31/2019

Education Background [Degrees and places obtained]

Degree	School
B.S. Elementary Education	University of Idaho
Master of Education-Special Education	University of Idaho
Master of Education-Curriculum and Instruction	University of Idaho

Professional Experience [Date, place and position]

Date	Place	Position
August 2010- May 2013	Troy School District	Elem. Sped. Paraprofessional
August 2013-Current	Potlatch School District	Intermediate Sped. Teacher

(over)

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Professional Associations and related activities other than IEA/NEA (including offices)

None

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

None

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES _X_ NO __.

Applicant's signature Mariane Stott

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active
1 yr.__ 2 yr.__ NO __.

(16)1111

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Marianne Sletteland
[redacted]

[redacted]

Statement of Commitment

February 24, 2018

To: Professional Standards Committee,

I am writing to express interest in the Exceptional Child PSC position. I have a Bachelor's Degree in Elementary Education, Master's Degrees in Special Education and Curriculum and Instruction. I currently hold an Idaho Teaching Certificate for Kindergarten through 8th grade and a certificate for Exceptional Children Kindergarten through 12th grade. I am currently enrolled at the University of Idaho in the Educational Specialist Educational Leadership program. I will complete this program in May of 2019.

I have spent the last five years employed with the Potlatch School District as its Intermediate Special Education Teacher. During my time in Potlatch, I have refined my skills in the area of Special Education. I have learned to take some of my special education teaching strategies and implement them within the general education setting.

My time with the Potlatch School District I have helped to create and grow our Response to Intervention (RTI) program for fourth through 6th grade. With my course work, my knowledge of benchmark testing, intervention strategies, Specific Learning Disabilities, pre-referral and referral process has grown to a point where I feel confident in my abilities to use this knowledge to assist all students.

I am committed to this profession for numerous reasons. I have been lucky enough to have a few amazing teachers in my life, and I strive to be that person for all of my students. In my current teaching position, I get to watch my students progress over a three-year period (4th grade through 6th grade), this is something unique to my job. Watching my students grow is not only a testament to my skills as their teacher and advocate but a testament to my district and all of the skilled educators who work with my students. Working with my students and in my district has solidified my commitment to teaching.

Sincerely,

Marianne Sletteland

Enclosures

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Marianne Sletteland
[redacted]

[redacted]

CAREER GOAL: To become a member of the Professional Standards Committee.

EDUCATION:

University of Idaho, Moscow, Idaho - Educational Specialist Educational Leadership **Expected Completion: May 2019**

Coursework

Educational Policy and Politics for Educational Leaders
Administration of Special Education Law
Ethical Leadership and Law in Education
Multicultural Diversity of Educational Leadership

University of Idaho, Moscow, Idaho - M.Ed. Curriculum and Instruction **Graduated: December 2013**

Coursework

Introduction to Research in Curriculum and Instruction
Planning and Administering the Curriculum
History of Educational Thought
Models of Teaching
Measurement and Evaluation

Idaho State Department of Education - Idaho CORE Teacher Program **Completed: August 2015 - June 2017**

Coursework

PD-Instructional Coaching and Leadership
PD-Evaluation of Student Work
PD-EQuIP Units and Teaching
PD-Core Unit Design

University of Idaho, Moscow, Idaho - M.Ed. Special Education **Graduated: December 2013**

Coursework

Education for Exceptionalities
Student with Behaviors-Emotional Issues
Special Education Curriculum
Developing Instructional Programs
Advanced Evaluation Techniques
Behavioral Analysis for Children and Youth
Classroom Applications of Learning Theories
Language and Communication Development and Disorders
Language, Communication and Social/Emotional Enhancement

University of Idaho, Moscow, Idaho - B.S. Elementary Education **Graduated: December 2009**

Coursework

Models of Teaching
Literature for Adolescents
Literature for Children
Literacy Methods for Content Learning
Linguistics, Literacy, and Brain Functions
Math for Elementary Teachers I and II
Elementary Social Studies
Elementary Science
Elementary Math

LICENSES AND CERTIFICATIONS:

- Certified Idaho Elementary Teacher K-8
- Certified Idaho Special Education K-12

ORGANIZATIONS

- Potlatch Education Association Member **August 2013 - Present**
- Potlatch Education Association President **June 2016 - Present**
- Idaho Education Association Trainer **June 2016 - Present**

WORK EXPERIENCE:

Potlatch School District, Special Education Teacher
Supervisors: John Haire, 208-875-1331; Jeff Cirka, 208-875-0327 **August 2013 - Present**

Duties and Responsibilities: Assess students' cognitive skills using various assessments; create eligibility reports; create and implement Individualized Education Plans (IEPs); create Behavior Intervention Plans (BIP); progress monitor IEP goals; participate in Response to Intervention (RTI), progress monitor students and track their data; ability to run several small groups at once, including intervention groups as needed; utilization of technology within the classroom; create and manage paraprofessional schedules; counsel students as needed; create a positive learning environment, build positive student relationships; build positive parent relationships, problem solve parent concerns; build positive staff relationships and problem solve staff concerns; create and deliver meaningful professional development; mentor teachers

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Troy School District, Special Education Paraprofessional **August 2010 - May 2013**
Supervisor: Nikki Goucher, 208-835-4261

Duties and Responsibilities: Assess students' cognitive skills using various assessments; monitor students' progress using AimsWeb probes and benchmarks; analyze student data; delivery of Woodcock-Johnson III and WIATT; create and implement behavior intervention plans and individualized education plans; implement SRA decoding and comprehension materials; deliver small group and one-on-one instruction in reading, math, science, and social studies; manage and arrange student schedules to ensure support for as many students as possible; counsel students in behavioral changes that ensure stay in the general education classroom; participate in the educational training programs to include: Using Ipads and Other Mobile Devices to Increase Student Learning and Explosive Challenging & Resistant Kids: Over 101 Quick, Creative Techniques for Children & Adolescents; participate in Professional Learning Communities, develop and implement school-wide behavior plans; toilet students; ensure the safety of students during recess and various school activities.

Troy and Moscow School Districts, Elementary Substitute Teacher **January 2010 - May 2010**

Duties and Responsibilities: Follow written classroom instructions and lesson plans; manage student behaviors; exhibit flexibility in scheduling and maintain open communication with staff members and district office employees.

Moscow Parks and Recreation Youth Recreation Supervisor **April 2008 - Present**
Program Summer/Program Spring/Program Winter Break Kids Kamps
Supervisor: Kelissa Owens, 208-883-7089

Duties and Responsibilities: Plan and organize the daily schedules of activities for all Kamps programs; communicate and build relationships with area businesses; create and brainstorm different daily activities and outings; manage Kamp budget within fiscal guidelines for each Kamp; explore different supplier sites and maintain good working relationships with suppliers; interconnect with different vendors including transportation providers, University of Idaho Rockwall, Silverwood Theme Park; supervise 48+ children each week; effectively communicate with and assess the specific needs of children of all ages; collect and document parental information; problem-solve parental concerns.

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Potlatch School District No. 285
130 Sixth St.
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
Jr.-Sr. High School (208)875-1231
FAX (208)875-1028

November 18, 2018

To The Esteemed Members of the the Professional Standards Committee:

It is my honor to write and highly recommend without reservation, Mrs. Marianne Sletteland as a candidate for committee membership. I have the pleasure to have known Mrs. Sletteland over the past several years and have had the opportunity to work with her as a colleague as well as a supervisor.

Mrs. Sletteland is a dedicated professional. She is an instrumental leader in our system supporting our continuous change to better serve our children. Mrs. Sletteland is a team oriented practitioner. She seeks collaborative relationships and utilizes her experience and education to help guide the decision making process with the student's gain as the focus.

Mrs. Sletteland demonstrates mastery in the classroom on a daily basis. Her instructional methodology is of the highest caliber. She is adept at analyzing student data and modifying her craft to meet the students where they are and propelling them beyond the set standards. Her role is collaborative. She involves her parents in their role to help increase her student's gains and seeks out community support to her programming whenever possible.

The skill set she demonstrates daily, along with her passion to grow professionally through various in depth trainings, union leadership, and a second masters program pursuit in administration makes her an ideal candidate for this position. She is able to synthesize information, calibrate it on a personal, ethical, and legal level, and articulate her findings and growth through the exercise. She is open-minded, an out of the box thinker/problem solver, and is dedicated to doing her best work, no matter how many long hours it takes. This dedication is evident in the exceptional manner in which her tasks are completed.

Mrs. Sletteland sets the benchmark high for herself, her students, and those with whom she works. She is compassionate to her students and their needs and also interacts with those around her in a professional yet caring manner. She puts those with whom she interacts at ease. Her ability to communicate well at all levels is strength in her craft.

I am ecstatic for Mrs. Sletteland in making the decision to seek this opportunity to further build her knowledge base and challenge her current understanding of pedagogy. I appreciate her willingness to continue to grow and analyze her practice to improve services to students. She is an asset to our system and in turn to our children for whom we work. If further information is needed in regards to Mrs. Sletteland, please do not hesitate to contact me in person.

Sincerely,

John Haire

Principal, Potlatch Elementary

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JASON MCKINLEY
Region 2 Director
Northern Organizing Center
jmckinley@idahoea.org

1712 "G" Street
Lewiston, ID 83501
800.422.0491 | 208.743.5555 | 208.746.0793 Fax

IDAHO EDUCATION ASSOCIATION

February 25, 2018

To Whom it May Concern:

I am writing this letter in support of Ms. Marianne Sletteland for the Idaho Professional Standards Commission (PSC). I have known Ms. Sletteland for five years in her capacity as an Elementary Special Education Teacher and as a leader in her professional association: the Potlatch Education Association (PEA), an affiliate of the Idaho Education Association (IEA).

In working with Ms.Sletteland, I have found her to be a capable and respected leader. Her peers and supervisors seek her opinion on professional matters, especially as it pertains to special education and professional ethics. Over the past 2 (two) years Marianne has served as her local association president. As the local association president, Marianne has worked on numerous employment related matters involving educator rights and responsibilities. I have always found her to be an ethical and principled advocate.

I also know Ms. Sletteland to be a hard-working individual. She often works late hours into the evening and gives whatever task is before her front her 100% effort. Marianne is often the first person to arrive for a meeting, prepared and ready to work. Moreover, she is highly dependable. If Marianne says she is going to do something, she does it. Juggling the demands of her teaching career and association work can be challenging. Marianne always rises to the occasion and does what needs to be done.

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As a former educator, IEA Region Director, and parent to 4 (four) children I understand the critical importance of public education. I also understand that the classroom teacher is an integral component of a quality public education system. I assure you that Ms. Marianne Sletteland is a high-quality educator who will serve her profession well as a member of the Idaho Professional Standards Commission.

If you have any questions about my recommendation, do not hesitate to contact me: jmckinley@idahoea.org or 208.790.0235.

Warm Regards,

Jason McKinley
Region II Director

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Potlatch School District No. 285
130 Sixth Street
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
Jr.-Sr. High School (208)875-1231
FAX (208)875-1028

February 23, 2018

Dear Professional Standards Commission,

It is with great pleasure to be able to highly recommend Marianne Sletteland to be a representative on the Professional Standards Commission. As a teacher at Potlatch Elementary School, I have had the opportunity of working with Mrs. Sletteland for the past five years. She is a driven and organized teacher in the Special Education Department, who develops strong, caring relationships with her students.

Marianne has worked diligently in developing her skills as a teacher. She quickly establishes an excellent rapport with each of her students, who know her as a caring, steadfast teacher, with a quick sense of humor. Marianne creates a classroom culture of feeling safe, while being able to explore new aspects of learning; which has allowed students to excel and make great gains academically, as well as socially, and emotionally.

Communication is a key aspect that is important to Marianne. She is continually in communication with parents to ensure that parents know the celebrations of students' success and growth at school. Marianne coordinates all of the IEP meetings of the fourth through sixth graders, with all of the parties involved, as well as completing the extensive reporting required by the government, with exacting precision. She also organizes the paraprofessionals and their schedules who are working with her students.

Marianne is a team player and a leader by taking on additional roles beyond that of being a special education teacher. She is a vital member of many committees, in which she collaborates and shares insights in providing enriching experiences for our students. On one of the committees, the Readers as Leaders Program, Marianne coordinates the school field trip to the University of Idaho basketball game, so that our students can be celebrated during half time for their reading achievements. She is also currently serving as President of the Potlatch Education Association. It is evident in everything that Marianne does she goes beyond the standard, to achieve excellence.

Mrs. Sletteland has great initiative and focus by being diligent in doing what is best for her students, and thus, our school. Marianne has high professional and personal standards that she achieves each day. I highly recommend Marianne to you without reservation, as she would be an excellent asset to the Commission. If you have any further questions, please feel free to contact me.

Sincerely,

Megan Weaver

Megan Weaver
Potlatch Elementary School
megan.weaver@psd285.org

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Cassandra Jo Horner

PROFESSIONAL STATEMENT

Because I passionately believe every student deserves the chance to learn, I am committed to creating a safe environment and a sense of belonging to all students, providing valuable professional development opportunities to all staff members, and continuing to grow as an educator and administrator.

EDUCATION

Boise State University, Boise, Idaho
Master of Educational Leadership, May 2017
Idaho Administrators Endorsement, May 2017

Idaho State University, Pocatello, Idaho
Bachelor of Music Education, May 2012
Major: Music Education, Certified K-12, 2012

PROFESSIONAL HISTORY

Boise School District, Les Bois Jr. High, Boise, Idaho 2018-present
Choir Director
- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

Boise School District, Hillside Jr. High, Boise, Idaho 2018-2020
Choir Director
- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

West Ada School District, Desert Sage Elementary, Boise, Idaho, 2012-2018
Elementary Music Specialist
- Created and directed 4th/5th grade choir
- Managed classes of 25-35 students grades Pre-K-5
- Directed programs for each grade level throughout the year

American Falls School District, William Thomas Middle School, American Falls, Idaho, 2012
Professional Year, Student Teacher (Elementary level)
- Directed choirs and bands
- Created effective lesson plans for all learning styles
- Assisted with annual choir and band festival

Pocatello School District, Century High School, Pocatello, Idaho, 2012
Professional Year, Student Teacher (Secondary level)
- Directed jazz and symphonic bands
- Created effective lesson plans for all learning styles
- Assisted in planning annual traveling tour

Cassandra Jo Horner

EMPLOYMENT HISTORY

The Home Depot, Meridian, Idaho, 2014-2015
Cashier
- Provided excellent customer service
- Managed till throughout each shift
- Maintained a friendly atmosphere for each customer

Camp Alice Pittenger, McCall, Idaho, 2008-2010
Counselor, Unit Leader, Assistant Director
- Created weekly schedules and assigned positions for the week
- Managed counselors and campers
- Developed engaging programs for campers

PROFESSIONAL EXPERIENCE

Equity Building Lead, 2021-present
AVID Site Team Committee Member, 2021-present
Head Tennis Coach for Les Bois Junior High, 2020-present
American Choral Directors Association Member, 2018-present
Idaho Music Educators Association Member 2012-present
Elementary Music Re-Write Curriculum Committee, 2017-2018
Family Engagement Committee Member, 2016-2018
Parent-Teacher Organization Secretary, 2016-2018
BRTI Committee Member, 2015-2018
Leadership Committee Member, 2015-2018
Idaho Association of School Administrators, Aspiring Member, 2015-2017
Student Council Advisor, 2014-2018

REFERENCES

- Mrs. Lisa Hahle, Principal, Desert Sage Elementary
  - 208-350-4020
  - hahle.lisa@westada.org
- Mrs. Jessica Cromie, Principal, Garfield Elementary
  - 208-854-4950
  - jessica.cromie@boiseschools.org
- Mr. Matt Krumm, Assistant Principal, Hillside Jr. High
  - 208-854-5120
  - matt.krumm@boiseschools.org

Exhibit J
Date submitted_____

APPLICATION FOR PROFESSIONAL STANDARDS COMMISSION

Name "DJ" Donald Eberlin, Jr. School Borah High School

Home Address [redacted] Sch. Address 6001 W. Cassia

City Boise Zip Code 83706 City Boise Zip 83709

Home Ph. [redacted] Sch. Ph. (208) 854-4370

E-mail Address dj.eberlin@boiseschools.org

PSC Position applied for: (check one)
(a) X Secondary classroom teacher (b) ___ Elementary classroom teacher
(c) ___ Special education teacher (c) ___ Pupil personnel services
(d) ___ Exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
Chemistry	9/2026
Natural Science	9/2026
Administration	9/2026

Education Background [Degrees and places obtained]

Degree	School
B.S. Chemistry	College of Idaho
M.Ed. Curriculum and Instruction	University of Idaho
Ed.S. Administration	University of Idaho

Professional Experience [Date, place and position]

Date	Place	Position
2006-2007	St. Maries High School (Idaho)	Geometry & Algebra Teacher
2007-2014	Mountain View High School	Biology, Anatomy, & Chemistry
2014-present	Borah High School	Biology & Chemistry Teacher

Professional Associations and related activities other than IEA/NEA (including offices)

Murdoch Fellow - worked with BSU on soil research, presenting the research at national conferences in San Diego.
NSTA member and recently region 3 representative for ISTA (Idaho Science Teacher Association)

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)
Southeast Boise youth baseball coach 2016 - present
YMCA basketball AAU coach 2019
Elementary demonstrations in science 2017 - present
Paint the Town Boise volunteer 2014 - 2015
Rake up Boise volunteer 2016
Movies Under the Stars volunteer - 2015

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES **X** NO __.

Applicant's signature_____

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active
1 yr _____ 2 yr. X NO _____. 1/07

To the Members of the Professional Standards Commision,

I am excited about the possible opportunity to serve on the Professional Standards Commission. As a lifelong learner and educator, I have strived to become a better educator by learning and adapting throughout my career. I have had the opportunity to work and live in a small community of St. Maries Idaho early in my career and ladder in the larger schools in the Boise/Meridian area. Through my experiences, I have been able to take my small town approach to the larger community. Through my various teaching experiences, I have learned the importance of establishing and nurturing positive working relationships with students, and our community. Our children deserve the best education possible and serving on this commission would be an opportunity to continue to support my colleagues, students and our community.

I believe that I will be an asset to this committee with my diverse background in schools and educational experiences. I have a B.S. in Chemistry from College of Idaho, a M.Ed. in Curriculum and Instruction from University of Idaho, and an Ed.S. in Administration from the University of Idaho. I have had the opportunity to further my education through the Murdoch Fellowship in which I worked with Dr. Jen Pierce at Boise State University. My fellowship included the study of inorganic carbon in soil and culminated with presenting my findings at the Murdoch National Conference. I was able to take this research experience, obtain a $9,000 grant for classroom materials, and apply it to my chemistry classroom.

As a teacher, I have always advocated for students. My instruction in the classroom varies based on the diverse needs of all learners in the classroom. I have received several classroom grants over my 15 years in education and these grants have helped my students and students of my peers. I have also helped rewrite curriculum for both West Ada and Boise School Districts.

Through my experiences, education, and commitment to education, I believe that I can help achieve the goals, objectives, and mission of the professional standards commission. I believe Idaho is an exceptional place to live and work. I believe it is my commitment to my students, my colleagues and my community, my willingness to work with others as a positive team member, and my love for teaching that make me an exceptional candidate for the Professional Standards Commision.

Thank you for your time and consideration regarding this opportunity, and please feel free to contact me should you have any additional questions, or I could provide any further assistance.

Warm Regards,

Donald R. Eberlin, Jr.

Donald R. Eberlin, Jr. "DJ"

[redacted]

(208) 954-1832
dj.eberlin@boiseschools.org

Certifications

- Idaho Teaching Certificate, August 2006
- Natural science endorsement, August 2008
- Chemistry endorsement, August 2006
- Idaho Administration Certificate 2013
  - Principal endorsement

Experience

Boise School District #1, *Boise, Idaho* **August 2014 to Present**

Teacher – Borah High School

- Manage classrooms with a range of 18-28 students
- Create and maintain class websites
- Teach Biology, Chemistry, and Accelerated Chemistry
  - Helped revised district's Chemistry curriculum making sure it adheres to state and national standards
  - Back to School Committee
  - Murdoch Partners in Science Grant $15,000 (summers 2015 & 2016)
  - Murdoch Supplemental Grant $9,000 (2017-2018)
  - Albertsons Garden Grant through Boise Education Foundation $1,000
  - Boise Schools Foundation Grant (2018)
  - Student teacher and Mentor spring 2019
  - Mentor teacher 2019-2020
  - PEAK Borah Science teacher – online class for credit recovery 2017 - present

West Ada school district #2, *Meridian, Idaho* **August 2007 to June 2014**

Teacher – Mountain View High School

- Manage classrooms with a range of 32-40 students
- Teach concurrent credit classes **BIOL 227** Human Anatomy and Physiology (4 credits) and **CHEM 101** Introduction to Chemistry (4 credits) through College of Western Idaho.
- Taught Anatomy, Chemistry, and Biology
  - Helped develop district's Anatomy curriculum and End of Course Exam
  - Internship with School Administration
  - Teamed with teachers to develop an effective school-wide late work policy
  - Member of school's ELL team
  - School Representative on Bell Schedule Committee

- Department of Education Biased Test Committee
- Department of Education Test Question Review Committee
- Recipient of INL Grant for $2,000, Micron Grant for $500, and Idaho State Innovative Grant for $2,000

- Varsity Assistant and Head JV Baseball coach **August 2007 to June 2010**

St. Maries School district #41, *St. Maries, Idaho* **August 2006 to August 2007**

Teacher – St. Maries High School

- Taught Geometry and Algebra
- Head Varsity Baseball Coach
- 7th grade Boys Basketball Coach

Idaho Dept. of Lands, *St. Maries, Idaho* **Summers 1999-2004, 2007-2011**

Incident Command Type 4, Helicopter Manager, Crew Boss, Engine Boss

- Initial attack local fires
- Fire Prevention Technician
- Kept financials and helicopter paper for government – Thousands of dollars a day

Idaho Dept. of Lands, *Deary, Idaho* **2005-2006**

Fire Foreman

- Managed and directed fire crew in daily operations and financials
- Trained IDL fire crews and local rural fire department crews
- Worked with local inmate crew on fire suppression

Education

University of Idaho College of Education, *Moscow, Idaho*

- **Ed.S.** – Administration **August 2013**
- **M. Ed** – Curriculum and Instruction **May 2006**

Albertson College of Idaho, *Caldwell, Idaho*

- **Bachelor of Science, Chemistry** **June 2002**
  - Classes included: Quantum Kinetic Chemistry, Physical Chemistry, three semesters of Calculus, Business Law, Accounting, Economics, Organismal Biology, Independent study on lead content in Coeur d'Alene River
  - Baseball Player: 3-time participant in NAIA World Series (2nd, 3rd, and 5th place finishes)

Interests

Family, traveling, hunting, fishing, running, biking, and swimming

References:

Chris Taylor
Boise School District Science and Sustainability Supervisor
chris.taylor@boiseschools.org
(208) 854-4000

Dennis Konrad
Borah High School Assistant Principal
dennis.konrad@boiseschools.org
(208) 854-4370

Patrick McFadden
Sr. Magistrate judge - North Idaho
jackandsadie23@gmail.com
(208) 660-0274

JENNIFER JACOBSON

"The quality of her direction and leadership is driven by a deep passion to better the lives of her students through quality education."
~ Dr. John Graham

[redacted] • [redacted] • [redacted] • [redacted]

CORE COMPETENCIES

- **Elementary School Administration**
- **Curriculum Planning and Improvements**
- **Academic Progress Monitoring/Interventions**
- **Using Data to Raise Student Achievement**
- **Grant Writing/Budgeting**
- **Relationship Building**

PROFESSIONAL EXPERIENCE

FILER SCHOOL DISTRICT – FILER, ID **2018 - Present**
Principal – Hollister Elementary (K-5)

Educational Leadership Contributions:

- 2022 Idaho Gem Award winner, Instructional Leadership category, presented by the Idaho Association of Elementary School Principals
- Building Implementation of Cultivating Readers Project – Readiness Phase.
- Summer School Coordinator/Administrator for Filer School District (Filer Elementary School, Filer Intermediate School, and Hollister Elementary School)
- Collaborated with Hollister City Council to write a grant to build a walking path in Hollister, allowing students the ability to walk to school.
- Complete staff retention in a remote, rural school for two years.
- Strong working relationship with principals at Filer Elementary School and Filer Intermediate School.
- 2019 4th grade ELA ISAT score increase of 45.5% - 40.5 percentage points OVER our school goal.
- 2019 5th grade ELA ISAT score increase of 16% - 11 percentage points OVER our school goal.
- 2019 4th grade Math ISAT score increase by 17% - 12 percentage points OVER our school goal.
- 2019 5th grade Math ISAT score increase by 14% - 9 percentage points OVER our school goal.
- Created and led ELA textbook review committee - reviewing, selecting, and purchasing WONDERS 2020 with assistance from Marybeth Flachbart of Education Northwest.
- Received a $30,000 Twin Falls Health Initiative Trust grant for a music and dance program – two years in a row.
- Created an afterschool tutoring program to provide students with targeted intervention supports.
- Received a $10,000 Seagrave's Family grant to purchase iPads for staff and K-2 students.
- Received $5,000 grant from First Federal Foundation to help purchase new cafeteria tables.
- Implemented the use of an electronic plan book for teachers at Hollister and Filer Elementary School.
- Coordinated curriculum mapping for ELA to assist teachers in planning for upcoming needs regarding the learning gap resulting from COVID-19 in the fall of 2020.

FILER SCHOOL DISTRICT – FILER, ID **2015 - 2018**
4th Grade Teacher – Filer Intermediate School (4th-6th)

Teaching Contributions:

- Applied for and received $6,000 from the *STEM Action Center* to implement coding in my classroom.
- Increased student achievement. 18% increase in student ELA ISAT scores for 2019, which was the highest gain in the district.

TWIN FALLS SCHOOL DISTRICT – TWIN FALLS, ID **2010 - 2015**
Kindergarten Teacher - Harrison Elementary School (PK-5th)

Teaching Contributions:

- Consistently high student achievement – over 80% of my students scored proficient on the Spring IRI each year.
- Taught one year of extended day Kindergarten for our low Title students.
- Appointed by fellow K teachers to represent our school at district level curriculum meetings.
- Received $5,000 Grant from *Century Link* to implement iPads in the classroom.

John Crawford

[redacted]

Education:
Churchill County High School: 1990
College of Southern Idaho 1994; A.A. Political Science
Idaho State University: 1994-1996; B.S. Political Science/Public Admin
University of Cincinnati: 2006; Masters of Education

Work Experience:
(2013-Current) Idaho State University Adjunct Professor of Political Science

(2017-Current) Bonneville School District Teaching 1111 and 1112 US History, 1101 and 2202 Political Science with students concurrently enrolled at Idaho State University

(2010-2017) Shelley School District #60/ Hobbs Middle School Principal and Idaho State University Adjunct Professor. Person in charge of 600 student middle school with 30 staff members.

(2008-2010) Pocatello School District: Highland High School Assistant Principal and Severe and Profound Emotionally Disturbed Program Director.

(1999-2008) Jefferson School District: Classroom Teacher and Seminar Instructor to new teachers to develop their classroom management skills. Develop and design lessons that center around effective and proven classroom management strategies that would help new teachers have a better experience in their early years of the profession.

Professional References:
Steve Young-Principal, Jefferson High School; 529 N. 3470 E. Menan, Idaho 83434; (208) 390-7421

Personal References
Mark Romer-Box 1127 Chubbuck Idaho 83206; (208-406-7352)

Greetings,

My name is Eric McDowell and I am the current science teacher at Kendrick Jr./Sr. High School. For the past 8 years, I have been heavily involved in my school and community in a variety of roles beyond my duties as a teacher, such as a city councilor, treasurer of the Juliaetta Community Improvement Association, President of the Kendrick Education Association, and the secretary of the Kendrick Lions Club. I am also a prolific and successful grant writer who has brought over $100K into the Kendrick-Juliaetta community.

In my roles as a teacher and officer in my local teaching union, I have contributed to our local finally achieving an actual master agreement rather than the unofficial agreements that had existed since the late 1970s. This successful effort has played huge roles in minimizing teacher/staff turnover in my district as well as to make our small district competitive in Region 2.

As a part of gaining an official master agreement in my district, I have been unfortunately a witness to several incidences of unethical behavior by administrators and school board members. This behavior has played a pivotal role in my efforts with regard to my local as well as induced my current pursuit of credentials as an administrator. I hope to further my profession by seeking a spot on Idaho's Professional Standards Committee.

Regards,

Eric McDowell, PhD

Eric McDowell, PhD.
[redacted]
Work: eric.mcdowell@sd283.org
[redacted]

Education:

- 1998 - 2003: Department of Molecular Biology and Biochemistry, University of Idaho, Moscow, Idaho; Degree: Bachelor of Science.
- 2003 - 2010: Department of Plant Science, University of Arizona, Tucson, Arizona; Degree: PhD in Plant Biology concerning plant trichome and rhizome biology.
- 2012-2014: Division of Education, Lewis-Clark State College, Lewiston, Idaho; Natural Science Teaching Certification.

Teaching Experience:

- Kendrick Jr./Sr. High School
  - 2012-present
  - Physical Science (9th grade)
  - Biology (10th grade)
  - Earth Science (8th grade)
  - Environmental Science (10-11th grades)
  - Physics (11-12th grades)
  - Chemistry (11-2th grades)
  - New Teacher mentor
- University of Arizona: NATS104, Plants and our World
  - Fall 2008, & 2009
  - Introductory botany/plant biology course for non-science majors
  - Lectured 1-2 sections per semester
  - Utilized online quizzes to ensure students read material prior to class
  - Lead plant walks to introduce area plants and interesting facts concerning their history and biology
- University of Arizona: PLS312, Plant and Animal Genetics
  - Spring 2007, 2008, 2009
  - Advanced genetic course for science majors
  - Lectured and supervised 1-2 lab sections per semester
  - Supervised student preceptors
  - Privately tutored students with learning disabilities
- Supervised/trained summer interns and undergraduates lab assistants

Ph.D Research Interests:

- Comparative transcriptomic/metabolomic analysis
    - Plant rhizome biology
    - Plant glandular trichome biology
    - Regulation of specialized tissue development
    - Regulation of plant specialized biochemistry
- Gene isolation, cloning and characterization
- Plant tissue culture and transformation
    - *Mentha x piperita* (peppermint)
    - *Ocimum basilicum* (sweet basil)
    - *Curcuma longa* (turmeric)
    - *Zingiber officinale* (ginger)
    - *Nicotiana tabacum* (tobacco)

Awards:

- 2005 - 2007: IGERT Research Fellow
- 2021-Present: MJ Murdock Fellow
- $92,247 Grant Recipient for Kendrick Jr./Sr. High School
- $10,000 Grant Recipient for Juliaetta Community Improvement Association

Memberships:

- 2008: Phytochemical Society of North America
- 2009: American Chemical Society
- 2009: American Society of Plant Biologists
- 2020-2021: Juliaetta City Council Member
- 2020-Present: Juliaetta Community Improvement Association Treasurer
- 2018-Present: Kendrick Lions Club Secretary
- 2013-Present: Kendrick Education Association, Current President

Current Employer

- Kendrick Joint School District #283; Kendrick, Idaho (Aug. 2012 – present)

Publications:

- **McDowell ET.** (2010) A tale of two 'omes: Comparative genomics and important genes in specialized tissues. PhD dissertation. University of Arizona, Tucson.
- **McDowell ET, Kapteyn J, Li C, Shi F, An L, Descour A, Kang JH, Schmidt A, Schilmiller A, Howe GA, A. Jones AD, Pichersky E, Wilkerson C, Soderlund CA, Gang DR** (2010) Comparative functional genomic analysis of *Solanum* glandular trichome types. *Plant Physiology.* http://www.plantphysiol.org/cgi/content/short/pp.110.167114?keytype=ref&ijkey=izxAjmg2n6fFzAH
- **Kapteyn J, He R, McDowell ET, Gang DR.** (2010) Incorporation of non-natural nucleotides into template-switching oligonucleotides reduces background and improves cDNA synthesis from very small RNA samples. *BMC Genomics*. 11:413.
- **Schilmiller AL, Miner DP, Larson M, McDowell E, Gang DR, Wilkerson C, Last RL** (2010) Studies of a biochemical factory: tomato trichome deep EST sequencing and proteomics. *Plant Physiol*. 153(3):1212-1223 http://www.plantphysiol.org/cgi/content/short/pp.110.157214v1
- **Kutrzeba LM, Zjawiony JK, Koo HJ, McDowell E, Laurenzi A, Gang DR, Dayan FE** (2009) Biosynthesis of Salvinorin A: Overexpression and biochemical characterization of carboxy methyltransferase from EST of *Salvia divinorum* glands. *In. Georg Thieme Verlag Kg*, pp 431.
- **Rosenke K, Samuel MA, McDowell ET, Toerne MA, Fortunato EA** (2006) An intact sequence-specific DNA-binding domain is required for human cytomegalovirus-mediated sequestration of p53 and may promote *in vivo* binding to the viral genome during infection. *Virology*. 348(1):19-34

Stacey Jensen

CURRICULUM VITAE

[redacted]
jensenst@sd25.us

Education

1985	HS Graduate High Honors	Highland High, Pocatello ID
1985-1988	BS Elementary Education	Idaho State University
1990-1995	MS Curriculum and Instruction	Idaho State University
2000	National Board Certification- Early Childhood Generalist	
1995-present	continued Professional Development	ISU, BSU, NNU
2016-2019	Idaho Coaching Network	
2021	Idaho SMART project	

Employment

1988-present Teacher at Edahow Elementary School
- -7 years in Kindergarten
- -7 years in 1st Grade
- -9 years in 2nd Grade
- -present in 1st Grade

2019-present Adjunct Faculty at ISU
- -Currently teaching EDUC 2204- Families, Community Culture

2021 -Mathematical Thinking Instruction K-2 Facilitator

Awards/Honors

2005	Edahow Elementary Teacher of the Year
2006	Pocatello/Chubbuck Teacher of the Year
2007	Disney Teacher of the Year Nominee
2008	Simplot Teacher of the Year Finalist
2010	ISU Distinguished Teacher of the Year
2013	Simplot Teacher of the Year Finalist

Committees

I have served on several different committees at the school, district and state level throughout the years. I have served on my school's leadership team since it's inception in 1998. I am currently on a 1 year hiatus from this committee as it was time for the other 1st grade teacher to serve. I have also served on various sub committees including technology committee, report card committee,, Infinite Campus committee, Sunshine Committee, PTA teacher representative, Festival of Trees committee, fund raising committee and the health and wellness committee. I have also served as a mentor to at least 5 and probably more new teachers in our building. Each time I serve as a mentor, I learn so much from new teachers who have just entered the education field.

I have also served on various committees with my district throughout the years. I have served on curriculum selection committees to adopt science 1X, ELA 3X, Mathematics 2X, Social Studies 1X, and Social Skills 1X. I served on the committee to create the district writing/spelling guideline handbook and the district leadership committee for 1 term. I served on the District's TIA committee which worked to match Idaho State standards to district curriculum and created learning calendars as guidelines for teachers to follow. I also served on the district's assessment committee which worked to create formative assessments for each 6 week period. Witht estate's adoption of the Common Core State Standards and the Idaho Core Standards I served ont he districts unite Development team which created units for each grade level to match curricula and Core standards. This team each year worked using Understanding by Design to creat units for the grade levels along with formative and summative assessments. The teams worked extensively during the summer and then throughout the school year to provide support to teachers as they implemented the units and assessments. I was asked to be the Mathematical Instructional Coarch for my school starting int he 2014 school year and continue on with that role during the 2015 and 2016 school years. In addition I was asked to be the Instructional Writing coach for my building as well in 2016. Both of these positions required intense coursework involving instructional Coaching Skills as well as in depth instruction regarding how Common Core has changed mathematical and Writing instruction. These positions allowed me the

opportunity to work with the other teachers in my building as well as in the district to improve instructional practices in these areas.
Separate from but affiliated with the district is a position I serve on the Education Foundation Board. I am currently the Vice Chair of this board. This board is tasked with handline over $1,000,000 in funds. We provide scholarships to several high school students each year as well as thousands of dollars in grants to our district teachers. In addition the board works to secure funding for our School District.

At the state level, I worked on several standard setting committees as state standards and power standards were being developed and revised. I worked specifically on math and science committees. More recently I worked on a committee to revise the state math standards prior to the adoption of
Common Core standards. I was a scorer for the 4th grade DMA and DWA.
I have also worked with the PSC's Accreditation Committee pretty much every year since 2020. I have served as Chairperson for the Teacher Education Accreditation team for each and every one of the state's institutions of higher education. I have also served as co-chair for several institutions as well as for Teach for America. Many of these institutions I have served for multiple visits. I alsowys come away from these visits with a greater understanding of beginning teacher standards as well as NCATE/NTASK standards. I also always learn something I can bring back to my classroom and/or district.
I have been on the PSC's Curriculum Selection Committee for 3 appointment and am applying for a 3rd. This committee is tasked with matching submitted curriculums with Idaho Content Standards and making sure that Idaho's students have access to the highest quality materials. Each year as I serve on the committee I renew and deepen my knowledge and understanding of the standards, curriulla, assessment, and teaching. The best part is that I not only deepen my knowledge of first grade standards but for ALL standards in ALL subjects K-12.
Another opportunity I had this past summer (2021) was to serve as part of the Danielson Group's scoring committee for the CSI Performance Assessment. I was trained as an assessor in Clusters 2 and 4 of the Danielson Framework. Then I scored and reconciled scores along with a partner for 13 different submissions. This was a test group for the CSI alternative teacher pathway program. I have also applied to be part of their Cluster 5 scoring committee.

Stephan Lynch

[redacted] | [redacted] | [redacted] | [redacted]

Successful, experienced, devoted professional with a proven record of building and fostering relationships, advising individuals to success, managing projects from conception to completion, and designing educational strategies. Sound communication skills with ability to make critical decisions.

PROFESSIONAL EXPERIENCE

Language Arts Teacher 2018-
Notus School District, Notus, Idaho

- Taught National Writing Project's College, Career, and Community Writers Program (C3WP) curriculum; represented Notus School District for the C3WP Summer Conference in Nashville, Tennessee.
- NSD Union President; Idaho Mastery Education Network (IMEN) Team Member.

Social Studies Teacher 2016-18
The Village Charter School, Boise, Idaho

- Administration of Middle School After School - utilization of school-wide programs and initiatives including MathCounts, Invent Idaho, and 3D Design.
- Produced school quality evaluations; developed student and parent surveys for State Department of Education, conducted follow-up interviews, analyzed responses, and proposed solutions to school board.

Special Education Teacher 2015-16
Rock Creek Middle School, Happy Valley, Oregon

- Managed five instructional assistants; provided individualized in-home student instruction; coordinated district-wide Javad Squad tee shirt fundraiser.
- Monitored student schedules to meet daily goals; restructured physical classroom to increase efficiency for staff and students

Senior Director of Program Quality and Impact 2014-15
Boys & Girls Club of Portland Metro Area, Portland, Oregon

- Supervised club sites and club directors, hired and trained staff including AmeriCorp Vistas, interns, and volunteers, and secured and complied with funding finances.
- Launched Summer Brain Gain, conducted action research, proved hypothesis, and presented results to board of directors.
- Directed Department of Justice and Office of Juvenile Justice and Delinquency Prevention (OJJDP) mentoring at-risk program.

English Language Arts Teacher 2012-14
Wings Charter Middle School

- English Language Arts Department Head - implemented Tier 2 Reading and Writing and Next Practices strategies.
- Idaho Coaching Network School Representative - integrated Key Shifts and Total Instructional Alignment Unit Planning.

Exceptional Child Services Crew 2009-10
Anser Charter School, Garden City, Idaho

- Directed after school Homework Club; recruited students to provide enhanced and personalized one-on-one mentor support.
- Updated teacher webpages; acquired grant to purchase technology for supplemental specialized instruction.

Secondary Teacher 2008-09
Compass Public Charter School, Meridian, Idaho

- Secured community partners to provide an authentic education experience for personal finance including budgeting a yearly salary.
- Introduced investments with the stock market utilizing excel spreadsheet to track and identify periodic gains and losses.

Secondary Teacher
Cole Valley Christian Schools, Meridian, Idaho 2004-08

- Facilitated interactive semester-long Honors English and American Government curriculum culminating in a mock trial of Richard III.
- Advised Students for the Advancement of Global Entrepreneurship (SAGE) Teams to promote positive social change.

EDUCATION

Ph.D. A Qualitative Investigation on the Impact of Memes on Student Engagement in 7th and 8th Grade English Language Arts, Northwest Nazarene University 2022

Ed.S. Educational Leadership, Northwest Nazarene University 2018

M. Ed. Curriculum and Instruction, Northwest Nazarene University 2008

B.A. Elementary Education, Boise State University 2003
Minor: Business Administration

CERTIFICATION

K-12 Administrator Certification State of Idaho 2021

Standard Elementary K-8 Certification, State of Idaho 2021

"A" License, United States Soccer Federation 2015

National "Youth" License, United States Soccer Federation 2009

Premier Diploma, United Soccer Coaches 2013

Director of Coaching Diploma, United Soccer Coaches 2012

RELATED EXPERIENCE

Director of Coaching 2020-21
Idaho Inferno Soccer Club, Caldwell, Idaho

- Develop, maintain, and provide comprehensive and personalized professional development though curriculum development.
- Conduct bi-annual evaluations of coaching staff and advise coaches of appropriate level of play.

Assistant Soccer Coach
College of Idaho, Caldwell, Idaho 2014-21

- Established Summer Soccer Showcase for high school teams to compete in a collegiate environment while residing on campus.
- Arranged college advisory symposium consisting of DI, DII, DIII, NAIA, and community/junior college coaches.

Head Soccer Coach / Director of Coaching / College Advisory Director 1998-18
Idaho Youth Soccer Association, Boise, Idaho

- Introduced college preparatory sessions for players, including college visits, financial aid education, and admissions process.
- Provided and taught professional development workshops for coaches and volunteer parents.

Varsity Head Soccer Coach 2006-12
Meridian High School, Meridian, Idaho

- Reinstated conference All-Star Soccer Game; coordinated player and coach selections and hosted annual commemorative game.
- Founded the Idaho High School Soccer Coaches Association to facilitate player selection for individual honors and to improve communication among coaches.
- Promoted team and community involvement through activities including participation in the ten-year memorial ceremony of 9/11 with the presentation of a customized jersey to Mayor De Weerd, Fire Chief Niemeyer, and Police Chief Lavey.

REFERENCES

Dr. Bethani Studebaker, Director of Certification & Professional Standards
State Department of Education 208) 404-1554 bstudebaker@sde.idaho.gov

Paul Pascal, Secondary Interventionist and Instructional Coach
Notus School District (208) 371.3159 pascalp@notusschools.org

Ryan Porter, Sr. Administrator Behavioral Health & Quality Assurance
Idaho Supreme Court (208) 871.5547 rporter@idcourts.net

Tracylea Balmer, Region Director
Idaho Education Association (208) 912.4479 tbalmer@idahoea.org

Lindsey McKinney

[redacted]
mcki2450@alumni.uidaho.edu

Objective: A position on the Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

Experience:

Orofino Jr/Sr High School
Orofino, ID
Business/Technology Teacher August 2019-present
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District
Bruneau, ID
Business/Technology Teacher August 2017-May 2019
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District
Dietrich, ID
Business/Technology Teacher September 2015-May 2017
Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Spokane Falls Community College
Pullman, WA
Computer Applications/Business Technology Instructor September 2014-June 2015
Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244
Kooskia, ID
Substitute Teacher January 2014-June 2015
Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District
Culdesac, ID
Substitute Teacher February 2015-June 2015
Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management
Pullman, WA
Property Manager November 2009-December 2013
Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

University of Idaho Moscow, ID
Communication 2009
Career and Technical Education
Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

References:
Available on Request

NEW PLYMOUTH SCHOOL DISTRICT

222 N Plymouth Ave, Suite A
PO Box 249
New Plymouth, Idaho 83655
Telephone: (208) 278-5740
Fax: (208) 278-3069

BOARD OF TRUSTEES
Marc Haws-Chairperson
Dani Rollins-Vice Chairperson
Shannon Mendive
Dean Jones
Lane Austin

David Sotutu
Superintendent
Susan Hally
Business Manager
Shannon Reece
Administrative Asst./Clerk

February 8, 2022

Dear Idaho School Superintendents Association Board,

I would like to express my interest in serving in the recently vacated position on the Professional Standards Commission that represents the Idaho School Superintendents Association. I believe that my perspectives and experiences would benefit the PSC's work. As my attached resume indicates, my professional experiences include serving in different teaching and administrative positions in various schools and school districts.

I have benefited from the experiences I have had to serve on state-level committees, such as the IASA Legislative Committee, the SDE's mastery-based education implementation committee, and the SDE's teacher evaluation oversight committee. Gaining a greater understanding of the state's educational system, building relationships with others who are committed to serving kids and their families, and seeing the impact of our teams' work has helped be develop professionally and personally. I also feel the strong and steady support from my district leadership team, school board, and family allows me to be able to serve outside of my school district and community. For these reasons, I am willing to serve on the PSC.

I am confident that many of my fellow superintendents also would represent the ISSA well on the PSC, but I would be eager and honored to serve our state in this capacity, if selected. Please feel free to contact me at the location in the letterhead or email me at sotutud@npschools.us if you have any further questions.

Sincerely,

David Sotutu
Superintendent/Special Education Director
New Plymouth School District #372

DAVID SOTUTU

222 N. Plymouth Ave., Suite A
New Plymouth, ID 83655
208-220-7949
sotutud@npschools.us

EDUCATION

NORTHWEST NAZARENE UNIVERSITY, Nampa, Idaho; *January 2020-present*, earning a Doctor of Philosophy Degree in Educational Leadership, 4.0 g.p.a.

BOISE STATE UNIVERSITY, Boise, Idaho; *August 2016-May 2018*, earned an Educational Specialist Degree in Executive Educational Leadership, 4.0 g.p.a.

GRAND CANYON UNIVERSITY, Phoenix, Arizona; *January 2013-July 2014*, earned a Master of Education Degree in Educational Administration, 4.0 g.p.a.

BRIGHAM YOUNG UNIVERSITY – IDAHO, Rexburg, Idaho; *September 2001-April 2003,* earned a Bachelor of Science Degree in Elementary Education, 3.69 g.p.a.

RICKS COLLEGE (now known as Brigham Young University – Idaho), Rexburg, Idaho; *August 1999-April 2001,* earned an Associate of Arts and Sciences Degree in Men's Physical Education, 3.73 g.p.a.

WORK EXPERIENCE

School District Superintendent/Special Education Director; New Plymouth School District; New Plymouth, Idaho. *July 2018-present*.

School District Superintendent/Principal; North Gem School District; Bancroft, Idaho. *July 2016-June 2018*.

School Principal/District Federal Programs Director; Inkom Elementary School, Marsh Valley School District: Inkom, Idaho. *August 2014-June 2016.*

Head Teacher/Second Grade Teacher; Grace Elementary School; Grace School District; Grace, Idaho. *August 2011-July 2014.*

Adult Basic Education Instructor; Idaho State University – Adult Outreach; Pocatello, Idaho. *December 2010-June 2013*.

Health/Physical Education Teacher and Title I Reading Specialist; North Gem School District; Bancroft, Idaho. *August 2010-August 2011.*

Second Grade Teacher and High School Track Coach; Grace Elementary and High School; Grace Joint School District; Grace, Idaho. *August 2007-May 2010*.

Second Grade Teacher; Rimrock Elementary; Bonneville Joint School District; Idaho Falls, Idaho. *August 2006-July 2007.*

First Grade Teacher; Des Moines Elementary; Highline School District; Burien, Washington. *August 2003-August 2006*.

ADDITIONAL INFORMATION

Board Member, Idaho School District Council, *October 2021-present.*
President, New Plymouth Kiwanis Club, *October 2021-present*. Member since *January 2019.*
Certified Trainer, The Mandt System, *May 2020-present.*
City Councilmember, City of Grace, Idaho, *January 2016-June 2018.*

February 2022

Dear ISAA Board Members,

I write this letter of interest regarding the opening for a Superintendent to serve on the Professional Standards Commission. Having often felt drawn to the work of the PSC I actually reached out earlier this week to convey my interest in one day serving on the PSC—not realizing that opportunity may come sooner versus later.

The other day when informed about the upcoming opening, I felt initial excitement because of my longtime interest. However, yesterday after reading the PSC Manual again while considering applying for the position, I was reminded of the significant and important, yet weighty work those on the PSC perform. In a small way, I sensed the seriousness of the decisions made to ensure quality educators are with our students in Idaho. Pondering the work of the full commission and each committee gave me a greater appreciation for those on the PSC as thoughts of personal inadequacy crept into my mind. However, I then remembered a quote that indicates to not focus on our ability, but our availability…and then if we demonstrate our dependability, we will see an increase in our capability.

I feel I can effectively represent the Idaho School Superintendents Association on the PSC and contribute to the good of the commission. While serving as a school principal, I began a study on ethics in education and eventually wrote a dissertation on Educator Misconduct in Idaho. During this time of study and scholarship, I desired to learn more about ethical standards and felt drawn to serve on the PSC. My job assignment seemed to change each year to meet the needs of the district and I was never in one position long enough to be considered a representative of that group on the state commission.

I'm now serving as superintendent and hope to be consistently employed in that role for some time. As such, I'm letting you know of my desire to use my knowledge and skills of ethical standards along with my experience as a teacher and administrator to serve in a capacity that will help strengthen our professional educators with content standards knowledge, pedagogical skills, and ethical dispositions.

I would be honored and humbled to serve. Thank you for your consideration.

Respectfully,

Lance Harrison, PhD
Superintendent of Schools
Preston School District #201
105 East 2nd South
Preston, ID 83263
(208) 852-0283

Lance K. Harrison

EDUCATION:

Doctor of Philosophy (PhD), Educational Leadership
Northwest Nazarene University, Nampa, ID, May 2019
‣Dissertation: Ethics in Education - Educator Misconduct in Idaho

Education Specialist (EdS), Educational Leadership: Superintendent
Northwest Nazarene University, Nampa, ID, May 2016 Dean's List

Master of Science (MS), Educational Administration: Principalship
Idaho State University, Pocatello, ID, August 2000 GPA 4.0

Bachelor of Science (BS), Major: Elementary Education, Teaching Certificate
Brigham Young University, Provo, UT, April 1994 Graduate Cum Laude

EMPLOYMENT:

Preston Idaho School District #201 (1999-Present)

- Superintendent of Schools
- Director of Special Education
- Junior High Principal
- Elementary Principal
- District Elementary Director
- Literacy Coordinator
- High School Assistant Principal
- First Grade Teacher

Western Governor's University (WGU) (2018-Present)

- Clinical Supervisor – observe, evaluate, and support teacher candidates

Utah State University (USU) (2015-2017)

- Testing Proctor – administer and monitor remote assessments taken by university students to ensure accountability and integrity of the process

Grace Idaho School District (1994-1999)

- Teacher – Grades 2, 3, 5, 7, and 8
- Coach: HS Track & XC/JH Basketball

Church Educational System (1993-1994)

- 9th Grade Seminary Teacher, Spanish Fork Utah Intermediate School

LEADERSHIP:

- BYU Alumni Association Affiliate, Cache Valley Utah/Idaho Chapter (2007-2009)
- President IAESP, Region V (2007-2008)
- President Phi Delta Kappa (PDK), Utah State University Chapter (2006)

TRAINING:

- Network of Innovative School Leaders NISL (three-year participant)
- Principal Academy of Leadership PALS Professional Development
- Project Leadership PL Graduate (3-year training from State Department of Education)
- Teacher Observation and Evaluation Danielson Framework Courses
- Idaho School Law Conference (multiple-year attendee)

SERVICE:

- Classroom Behavior Trainer - Teachers in Ethiopia, Africa (2018)
- Educational Exchange Coordinator for Educators from Mongolia (2014-2015)
- Humanitarian Work in Orphanages and Schools in Vietnam (2010 & 2012)
- Franklin County Fair Board Member (2001-2008)
- Special Olympics Volunteer
- Idaho Comprehensive Literacy Course Instructor
- Church Mission: Two Year Volunteer - Detroit, Michigan
- Church Callings: Youth Advisor / Scout Master / Instructor / Young Men Leader
  Finance and Membership Clerk / Bishopric Counselor

AWARDS:

- National Emerging Leader – Selected by PDK as 1 of 13 U.S. Recipients (2007-2008)

INTERESTS:

- Spending time with family
- Learning new things
- Traveling home and abroad

Michael L. Jacobson
Letter of Interest

I am seeking to fill the remainder of the term on the PSC which was held by Paula Kellerer. Currently I am the Superintendent of Swan Valley School District #92.

My path to education has been far from ordinary. Originally I pursued a B.S. in Business Finance and secured a job in the San Francisco, CA area working in the NFL. After 5 years, I decided this was not the path for me and education was my passion. I did some research and was told I needed to go back to school to get a degree in education to become a teacher. I was discouraged until I heard about Teach for America. I applied and was accepted into the 2009 corp. I moved to South Dakota and taught secondary mathematics on the Pine Ridge Indian Reservation for three years.

During this time, I decided to pursue my M.A. and Ed.S. from the University of South Dakota. In 2012 I moved to Idaho Falls and took a job as a secondary mathematics teacher at Compass Academy, a New Tech Network school. I was inspired to take this job based on experiences one of my professors shared with me as a principal of a New Tech Network school in Sioux Falls, SD.

After two years I decided to pursue Administration opportunities. I took a job as Superintendent of South Lemhi School District #292 in Leadore, ID. I remained in this position for three years before accepting the position as Superintendent of Swan Valley School District #92.

I share this with you because I truly feel that good administrators will have a diverse mixture of experiences they can draw their knowledge. I have experience working in both small and large settings, rural and urban settings, and with economically disadvantaged students. I have a passion to continue learning by furthering my education and currently working on my Ed.D at Idaho State University. In addition, I strive to be innovative, open-minded, and push the status quo of education for the children I serve.

Michael L. Jacobson

[redacted]

EXPERIENCE

Swan Valley School District #92 — **Swan Valley, ID**
Superintendent, Principal, Federal Programs Director, Special Education Director, Transportation Director — *2017-Current*

South Lemhi School District #292 — **Leadore, ID**
Superintendent, Principal, Title I Director — *2014-2017*

Idaho Falls School District #91 — **Idaho Falls, ID**
Facilitator at Compass Academy High School — *2012-2014 School Year*

Superintendent Internship — *2012-2013 School Year*

Little Wound High School in conjunction with Teach For America — **Kyle, SD**
Principal Internship — *2011-2012 School Year*

High School Math Coach, Chair & Teacher — *2009-2011 School Year*

The Oakland Raiders/The Raider Image, LLC — **Alameda, CA**
Revenue Accountant, Ticket Operations & Analyst — *March 2007-February 2009*

Fan Club Manager — *May 2005-March 2007*

Public Relations Intern — *Fall 2004*

Silicon Valley Sports & Entertainment/Sharks Oakland Ice Center — **Oakland, CA**
Adult Hockey Operations — *February 2006-April 2009*

Brigham Young University-Idaho — **Rexburg, ID**
Student Athletic Director — *Winter 2005*

Ice Hockey Director — *Winter 2003 and 2004*

EDUCATION

Idaho State University — **Pocatello, ID**
Ed.D. in Educational Administration Candidate, Superintendent

University of South Dakota — **Vermillion, SD**
M.A. and Ed.S. in Educational Administration, PK-12 Principal & Superintendent

- GPA: 4.00 cumulative.

Brigham Young University-Idaho — **Rexburg, ID**
B.S. in Business Administration with emphasis in Finance

- GPA: 3.62 cumulative, 3.92 final two years, Honors: Dean's List, Languages: Spanish.
- Student Board of Directors Winter 2005
- Man of the Year Finalist 2004 & Semi Finalist 2005

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2021-2022 school year (safety busing)

REFERENCE

June 2019	Board 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.
June 2020	Board approved the request for 93 school districts and 21 charter schools to transport students less than one and one-half miles for the 2019-2020 school year.
June 2021	Board approved the request for 97 school districts and 22 charter schools to transport students less than one and one-half miles for the 2020-2021 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 (Section 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 (97) school districts and twenty-one (22) charter schools affecting 26,243 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 transportation funding for transportation routes that are less than 1 ½ miles.

ATTACHMENTS

Attachment 1 – List of 119 LEA's that applied for safety busing

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. Section 33-1501, Idaho Code, allows for the reimbursement of transportation cost for pupils less than 1.5 miles from the nearest school when in the judgment of the Board of Trustees the age or health or safety of the pupil warrants it.

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-seven (97) school districts and twenty-two (22) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report 2021-2022		
Charters		
Compass Public Charter School, Inc.	57	
Elevate Academy Inc.	112	
Falcon Ridge Public Charter School, Inc.	17	
Future Public School, Inc.	6	
Gem Prep: Meridian, Llc	12	
Gem Prep: Nampa, Llc	15	
Heritage Academy, Inc.	117	
Heritage Community Charter School, Inc.	81	
Idaho Arts Charter School, Inc.	43	
Idaho Science And Technology Charter School, Inc.	26	
Idaho Stem Academy, Inc.	100	
Legacy Public Charter School, Inc.	8	
Liberty Charter School, Inc.	2	
North Star Charter School, Inc.	12	
North Valley Academy, Inc.	35	
Project Impact Stem Academy, Inc.	21	
Rolling Hills Public Charter School, Inc.	15	
Thomas Jefferson Charter School, Inc.	30	
Treasure Valley Classical Academy, Inc.	85	
Victory Charter School, Inc.	4	
Vision Charter School, Inc.	20	
Xavier Charter School, Inc.	0	
	818	
Districts		
Aberdeen District	84	
American Falls Joint District	230	
Basin School District	14	
Bear Lake County District	203	
Blackfoot District	622	
Blaine County District	1025	
Bliss Joint District	44	
Boise Independent District	553	
Bonneville Joint District	4932	
Boundary County District	26	
Bruneau-Grand View Joint School District	0	
Butte County Joint District	120	
Caldwell District	227	
Camas County District	2	
Cascade District	19	
Cassia County Joint District	443	
Castleford District	22	
Challis Joint District	17	
Clark County District	0	

Coeur D'alene District	301	
Cottonwood Joint District	31	
Council District	8	
Culdesac Joint District	5	
Dietrich District	1	
Emmett Independent District	114	
Firth District	37	
Fremont County Joint District	8	
Fruitland District	63	
Garden Valley District	31	
Genesee Joint District	51	
Glenns Ferry Joint District	144	
Gooding Joint District	472	
Hagerman Joint District	65	
Hansen District	40	
Homedale Joint District	363	
Horseshoe Bend School District	40	
Idaho Falls District	951	
Jefferson County Joint District	884	
Jerome Joint District	419	
Joint School District No. 2	1161	
Kamiah Joint District	26	
Kellogg Joint District	35	
Kendrick Joint District	0	
Kimberly District	229	
Kootenai District	11	
Kuna Joint District	23	
Lake Pend Oreille School District	230	
Lakeland District	279	
Lapwai District	56	
Mackay Joint District	88	
Madison District	317	
Marsh Valley Joint District	55	
Marsing Joint District	63	
Mccall-Donnelly Joint School District	685	
Melba Joint District	12	
Midvale District	13	
Minidoka County Joint District	560	
Moscow District	154	
Mountain Home District	264	
Mountain View School District	80	
Murtaugh Joint District	96	
Nampa School District	1730	
New Plymouth District	55	
North Gem District	14	
Notus District	122	

Oneida County District	77	
Orofino Joint District	33	
Parma District	111	
Payette Joint District	417	
Plummer-Worley Joint District	59	
Pocatello District	1416	
Post Falls District	150	
Potlatch District	31	
Preston Joint District	218	
Richfield District	26	
Ririe Joint District	359	
Rockland District	42	
Salmon District	86	
Salmon River Joint School District	2	
Shelley Joint District	221	
Shoshone Joint District	118	
Snake River District	167	
Soda Springs Joint District	284	
South Lemhi District	17	
St Maries Joint District	35	
Sugar-Salem Joint District	42	
Swan Valley Elementary District	22	
Teton County District	28	
Troy School District	59	
Vallivue School District	892	
Wallace District	174	
Weiser District	343	
Wendell District	64	
West Bonner County District	55	
West Jefferson District	27	
West Side Joint District	802	
Wilder District	79	
	25425	
Districts		97
Charters		22
Total	26243	119

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Adoption of Praxis II Tests and Qualifying Scores for Content Assessments

REFERENCE

February 2018	Board accepted the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho qualifying scores.
August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and qualifying scores.
February 2020	Board approved Praxis II assessments and Idaho qualifying scores and amended the Content, Pedagogy and Performance Assessments rubric.
February 2021	Board accepted the Professional Standards Commission recommendation to approve current Praxis II assessments and Idaho qualifying scores.
June 2021	Board accepted the Professional Standards Commission recommendation to approve current Praxis II assessments and Idaho qualifying scores.
August 2021	Board accepted the Professional Standards Commission recommendation to approve updated Praxis II assessments and Idaho qualifying scores and approve National Board for Professional Teach Standards certification as an approved content, pedagogy, and performance assessment.

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 (PSC) recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the PSC reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on February 3, 2022. Proposed amendments include:

- Regenerated Biology assessment and qualifying score
- Regenerated Special Education: Early Childhood/Early Intervention assessment
- Regenerated Chemistry assessment and qualifying score
- Regenerated Earth and Space Sciences assessment and qualifying score
- Regenerated General Science assessment and qualifying score
- Regenerated Physics assessment and qualifying score
- New Elementary Education: Math Specialist assessment and qualifying score
- Regenerated School Librarian assessment and qualifying score

The Standards Committee brought the proposed amendments to the full PSC on February 4, 2022, and the full PSC voted to recommend approval of the Praxis II assessments and qualifying scores to the State Board of Education.

IMPACT

Approval of assessments and qualifying scores sets the minimum standard of achievement that an instructional staff person must meet to earn certification in the applicable content areas.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments and Qualifying Scores

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.02.017, the PSC shall recommend assessments and qualify scores to the State Board of Education for approval. IDAPA 08.02.02. requires candidates to receive a qualifying score on a state approved content area, pedagogy, or performance assessment as applicable to the route or type of certification. The Praxis II is one of the Board approved content area assessments. Receiving a qualified score on a content area assessment is required for earning a standard instructional certificate, career technical degree-based certification, alternate routes for content area endorsements, and interim certification through an alternative authorization for content specialist. The PRAXIS II was 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. A few updates to the qualifying scores in individual subject areas were made at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Starting in 2019, updates have come to the Board more regularly. Consideration of the attached qualifying scores is part of the ongoing process to maintain updated qualifying scores on Board-approved content, pedagogy or performance assessments. In February 2020 the Board requested the PSC to include in their consideration and make recommendations

on additional assessments that could serve as content, pedagogy, or performance assessment for certification purposes.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to approve the proposed Praxis II assessments and Idaho qualifying scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
			CKT Elementary Education: 7813 Mathematics Subtest	150	150
			CKT Elementary Education: 7814 Science Subtest	154	154
			CKT Elementary Education: 7815 Social Studies Subtest	161	161
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222		(6-12)	5931 Government/Political Science	149	149
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	~~5235 Biology: Content Knowledge~~ 5236 Biology	~~139~~ 154	154
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education **OR** Elementary Subtests (See All Subjects 5001 or 7811)	156	156
			~~5691 Special Education: Preschool/Early Childhood~~ 5692 Special Education: Early Childhood/Early Intervention	159	159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
8440	Chemistry	(5-9)	5442 Middle School Science	152	152
7440		(6-12)	~~5245 Chemistry: Content Knowledge~~ 5246 Chemistry	~~139~~ 146	146
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5652 Computer Science	149	149
7400		(6-12)			
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401	CTE - Engineering	(6-12)	5051 Technology Education	154	159
9970	CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	5051 Technology Education	154	159
7030	Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	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
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451		(6-12)	~~5571 Earth and Space Sciences: Content Knowledge~~ 5572 Earth and Space Sciences	~~144~~ 154	154

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-
7228		(6-12)	5911 Economics	150	150
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7037		(6-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7029		(K-12)			
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226		(6-12)	5921 Geography	153	-
8452	Geology	(5-9)	5442 Middle School Science	152	152
7452		(6-12)	~~5571 Earth and Space Sciences: Content Knowledge~~ 5572 Earth and Space Sciences	~~144~~ 154	154
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	-
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	5224 Journalism	153	153
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157
7300	Mathematics	(6-12)	5165 Mathematics	159	159
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
7420	Natural Science	(6-12)	~~5435 General Science: Content Knowledge~~ 5436 General Science	~~149~~ 141	141
7989	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5442 Middle School Science	152	152
7430		(6-12)	5485 Physical Science	157	157
8450	Physics	(5-9)	5442 Middle School Science	152	152
7450		(6-12)	~~5265 Physics: Content Knowledge~~ 5266 Physics	~~129~~ 145	145
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152
7200	Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Anthropology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7297	Teacher Leader - Instructional Specialist (K-12)	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7298	Teacher Leader - Literacy (K-12)	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5206 Teaching Reading (OR)	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5164 Middle School Mathematics (OR)	157	157
			5165 Mathematics (OR)	159	159
			5037 Elementary Education: Math Specialist	153	153
7045	Teacher Leader - Special Education	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7020	Teacher Librarian	(K-12)	~~5311 Library Media Specialist~~ 5312 School Librarian	~~151~~ 154	154
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
8702	World Language - American Sign Language	(5-9)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
7702		(6-12)			
7701		(K-12)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

TAB	DESCRIPTION	ACTION
A	PPGA – INSTITUTION AND AGENCIES STRATEGIC PLANNING	Information Item
B	BAHR – FY 2023 TUITION AND FEES	Action Item

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

April 2020	The Board reviewed the institution, agency, and special and health programs FY2021-FY2025 strategic plans.
June 2020	The Board approved the institution and agency FY2021 – FY2025 strategic plans and delegated approval of the FY2021 – FY2025 special and health programs strategic plans to the Executive Director.
October 2020	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2019-FY2024 strategic plan goals.
April 2021	The Board reviewed the institution, agency, and special and health programs FY2022-FY2026 strategic plans.
June 2021	The Board approved the institution and agency FY2022 – FY2026 strategic plans and delegated approval of the FY2022 – FY2026 special and health programs strategic plans to the Executive Director.
October 2021	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2020-FY2025 strategic plan goals.
December 2021	The Board discussed changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
February 2022	The Board approved changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.

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 and health programs under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final

approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic 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:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the 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.

Board policy I.M. also 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:

<u>Timely Degree Completion</u>

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

<u>Remediation Reform</u>

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

<u>Math Pathways</u>

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

<u>Guided Pathways</u>

VII. 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 Idaho's K-20 Education strategic plan, approved by the Board.

IMPACT

The Work Session will give the Board the opportunity to provide feedback to the institution on any amendments they would like prior to the final strategic plans being brought back to the Board for consideration at the June Board meeting.

ATTACHMENTS

Attachment 01 – K-20 Strategic Plan
Attachment 02 – Strategic Planning Requirements

Institutions

Attachment 03 – University of Idaho
Attachment 04 – Boise State University
Attachment 05 – Lewis-Clark State College

Community Colleges

Attachment 06 – College of Eastern Idaho
Attachment 07 – College of Southern Idaho
Attachment 08 – College of Western Idaho
Attachment 09 – North Idaho College

Agencies

Attachment 10 – Idaho Division of Career Technical Education
Attachment 11 – Public Schools
Attachment 12 – Idaho Division of Vocational Rehabilitation
Attachment 13 – Idaho Public Television

Special and Health Programs

Attachment 14 - Agricultural Research and Extension Services
Attachment 15 - Forest Utilization Research and Outreach
Attachment 16 - Idaho Geological Services
Attachment 17 - Washington-Idaho-Montana-Utah (WIMU) Veterinary Medical Education
Attachment 18 - Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) Medical Education Program
Attachment 19 - ISU Family Medical Residency
Attachment 20 - Idaho Dental Education Program
Attachment 21 - Idaho Museum of Natural History
Attachment 22 - Small Business Development Center
Attachment 23 - TechHelp
Attachment 24 - Family Medical Residency of Idaho (Boise)

BOARD 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.

Idaho State University is currently going through the process to develop a new strategic plan. Due to where they are in the process they received permission to forgo the initial submittal of their draft strategic plan at the April Regular Board meeting. They will be submitting the final version of their strategic plan for Board consideration at the June Regular Board meeting.

Review and approval of the strategic plans gives the Board the opportunity to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic plans are also intended to drive the annual budgeting and budget request process. The strategic plans, in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting, allow the Board to view the system at a policy level to assure the system is on course, or adjust as needed. The purpose of the strategic planning work session is to engage the institutions in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system, and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission. During this year's strategic planning Work Session, the institutions have been asked to briefly talk about how their strategic plans align with, or will help move the needle on the Board's three postsecondary education focus areas:

While the discussion during the April Work Session is focused on the postsecondary institutions' strategic plans, the agenda material includes all of the Board's agencies and special and health programs strategic plans. Board members should feel comfortable asking questions about any of the strategic plans. Idaho Public Television will be including progress on their strategic plan as

part of their annual report to the Board during the Planning, Policy and Governmental Affairs portion of the Board meeting agenda on Thursday.

Due to the large number of strategic plans under the Board's purview, the Board delegated the approval of the special and health programs strategic plans to the Board's Executive Director at the June 2020 and 2021 Regular Board meetings. While staff is recommending the same action for the June 2022 Regular Board meeting, the special and health programs strategic plans are included in the Work Session agenda material should the Board want to provide additional direction to any of the programs.

BOARD ACTION

This item is for institutional purposes only.

Idaho State Board of Education

FY2023-2028
Idaho K-20 Public Education - Strategic Plan

MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

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.

- **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

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.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

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.

- **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.

FY2023-2028
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

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postseconday Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

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 four-year 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 20%[3]
   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 at the next educational level.

Objective A: Rigorous Education – 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:

Idaho Reading Assessment	Benchmark
Kindergarten	70%
1st Grade	70%

2nd Grade	80%
3rd Grade	80%

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:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

II. 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	Benchmark
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	FY22 Baseline
High School	FY22 Baseline

III. High School Cohort Graduation rate.

Benchmark: 95%[3] or more

IV. 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

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

Benchmark: 90%[1] or more

VI. Percent of dual credit students who graduate high school with an associates degree.

Benchmark: 3%[2] or more

VII. 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: 70%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

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

Performance Measures:

II. Total number of certificates/degrees conferred, by institution per year:
a) Workforce Credentials (pending definition)
b) Certificates
c) Associate degrees
d) Baccalaureate degrees
e) Graduate degrees

Total number of certificates/degrees produced, by institution annually		Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	
Certificates of at least one academic year		**4437[1]/1262[2]**	**2154**
College of Eastern Idaho		241	300
College of Southern Idaho		195	207
College of Western Idaho		365	402

[1] Targets based on projected work force need
[2] Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

North Idaho College		117	764
Boise State University		NA	NA
Idaho State University		319	455
Lewis-Clark State College		25	26
University of Idaho		NA	NA
Associate degrees		**4070/4157**	**4378**
College of Eastern Idaho		517	530
College of Southern Idaho		1067	1132
College of Western Idaho		981	1049
North Idaho College		700	800
Boise State University		150	NA
Idaho State University		467	579
Lewis-Clark State College		275	288
University of Idaho		NA	NA
Baccalaureate degrees		**11897/7896**	**12911**
Boise State University		4351	6668
Idaho State University		1209	2306
Lewis-Clark State College		534	559
University of Idaho		1802	3378
Masters degrees		**2146**	**2226**
Doctoral or Professional degrees		**1069**	**1305**

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)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

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: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] 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. Proportion of postsecondary graduates with student loan debt.
Benchmark: 40% or less[5]

II. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).
Benchmark: 60% or more

III. Percent cost of attendance (to the student)
Benchmark: 96%[4] or less of average cost of peer institutions

IV. Average net price to attend public institution.
Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

V. Average net price differential. (This new measure looks at the average net price between students in the highest family income band and the lowest family income band)
Benchmark: TBD (using IPEDS calculation)

VI. Expense per student FTE
Benchmark: $20,000[4] or less

VII. Unduplicated headcount of graduates, by highest level attained.
Benchmark:

GOAL 4: WORKFORCE READINESS (opportunity) – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Performance Measures:

I. Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.
Benchmark: New measure

II. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark: 25%

III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**
Benchmark: 50[6] 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: 8[7] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%[8] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 80%[8] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%[8] or more

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 120[6] 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.

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[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).
[5] 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.
[6] New measure.
[7] Benchmark is set based on projected and currently available state resources.
[8] 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.

ATTACHMENT 2

Strategic Planning Requirements

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

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

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

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

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

ATTACHMENT 3

University of Idaho
Strategic Plan and Process

2022 – 2025 (FY 2023 – 2026)

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

ATTACHMENT 3

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate
Scholarly and creative work with impact

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

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

Performance Measures:

I. Research Expenditures ($ thousand)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
109,000	111,590	113,107	112,810	**115**[2]

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

Performance Measures:

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
231	251	242	322	**325**

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
92	83	103	106	**80**[2]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
765 (UG) & 500(GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	**622 (UG) & 621 (GR) 1,268 Total**[2]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
61%	58%	60%	56%	**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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
24	26	35	29	**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.*

Performance Measures:

I. Go-On Impact[3]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
40.6%	41.4%	41.4%	41.4%	**45%[4]**

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

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
57%	57%	57%	57%	**65%[4]**

II. Economic Impact ($ Billion)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
1.10	1.10	1.10	1.01	**1.3[4]**

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

Performance Measures:

I. Number of Direct UI Extension Contacts

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
405,739	425,128	440,793	220,402	**430,000**[4]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
52%	52%	53%	53%	**60%**[4]

III. Alumni Participation Rate[5]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
10.3%	9.4%	8.0%	7.4%	**11%**[4]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
12,004 /2,755	11,606 /2,450	11,504 / 2,371	8,996 / 1,886	**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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
12,072	11,841	11,926	10,791	**13,000**[2]

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

Performance Measures:

I. Retention – New Students (System wide metric)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
81.6%	80.8%	77.3%	76.7%	**84%**[6]

II. Retention – Transfer Students (System wide metric)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
82.4%	81.3%	82.6%	79.7%	**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)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
2,487	2,561	2,646	2,474	**3,000**[2]
1,570	1,639	1,675	1,568	**1,850**[2]
543/143	538/134	592/132	526/171	**800/150**[4]
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	**20%**[4]
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	**31%**[4]

IV. NSSE High Impact Practices

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
73%	73%	77%	77%	**75%**[4]

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
203/1,082 19%	203/970 21%	220/1,005 22%	351 / 1,054 33%	**142/ 12%**[4]

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Bachelors: 1,798	Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	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 New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69.0%	**Math 56%**[4] **ENGL 77%**[4]

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.* New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
56.6%	59.0%	59.1%	60.7%	**74%**[4]

** Course meeting the Math general education requirement.*

IX. Percentage of students completing 30 or more credits per academic year. New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
7,284 3,089 42.4%	7,022 3,068 43.7%	6,641 2,787 42%	6,288 2,631 41.8%	**40%**[4]

X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
37.1% Cohort 2014-15	38.2% Cohort 2015-16	40.7% Cohort 2016-17	41.1% Cohort 2017-18	**34%**[4]

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
59.3% Cohort 2012-13	56.1% Cohort 2013-14	59.5% Cohort 2014-15	59.1% Cohort 2015-16	**58%**[4]

XII. Number of UG programs offering structured schedules.* New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Retired by SBOE	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. New Statewide Performance Measure

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Bachelors: 1,570	Bachelors: 1,639	Bachelors: 1,675	Bachelors: 1,568	**2,000**[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)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
75%/75%	62.5%/50%	62.5%/62.5%	75%/75%	**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)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
2,799	2,764	2,613	2,406	**3,305**[8]

II. International Student Enrollment (heads)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
717	755	662	475	**1,100**[4]

III. Percentage Multicultural a) Faculty and b) Staff

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
22.1% / 12.5%	20.6% / 12.1%	21.3% / 13.2%	20.6% / 13.4%	**22% / 15%**[4]

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

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**

Survey average in the 3rd group of 5	Survey average in the 2nd group of 5	Survey average in the 2nd group of 5	Survey average in the 3rd group of 5	**Survey average in the 4th group of 5**[9]

II. Full-time Staff Turnover Rate

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
17.0%	15.8%	23.5%	19.7%	**15%**[10]

Objective C: *Improve efficiency, transparency and communication.*

Performance Measures:

I. Cost per credit hour (System wide metric)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
$383	$412	$423	$507	**$377**[11]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
0.97	0.96	0.97	0.88	**1.37**[4]

Key External Factors

Factors beyond our control that affect achievement of goals

- *The COVID pandemic, and its impact on enrollment, retention, and the go-on rate.*
- *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

ATTACHMENT 3

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.

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[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).
[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"
[4] Internally set standard to assure program quality.
[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
[6] Based on a review of our SBOE peer institutions
[7] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.
[8] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.
[9] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.
[10] Based on HR's examination of turnover rates of institutions nationally.
[11] Established by SBOE.

ATTACHMENT 3

Appendix 1

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Institution/Agency Goals and Objectives				
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***				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
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 .		✓	✓	

ATTACHMENT 3

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓		
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.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
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.		✓	✓	

ATTACHMENT 3

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	
Objective C: Improve efficiency, transparency and communication.	✓			

ATTACHMENT 3

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

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

Metrics for Goal 2 (Engage):

1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new

students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey). 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 all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups is 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. For example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

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

Metrics for Goal 4 (Cultivate):

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

ATTACHMENT 4

BOISE STATE UNIVERSITY

FY2023 THROUGH FY2027

MISSION STATEMENT
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
KEY EXTERNAL FACTORS

Blueprint for Success

2021 - 2026

ATTACHMENT 4

Boise State University Strategic Plan:
Update to OSBE March 2022

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.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[1]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	118	131	109	132		150	150
>Baccalaureate	3,196	3,289	3,525	3,754		3,880	4,907
>(SBOE target for bacc graduates[2])	(3,130)	(3,273)	(3,500)	(N/A)		N/A	N/A
>Graduate Certificate	241	219	184	166		150	150
>Master's	917	862	954	1,075		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75
Total Distinct Graduates	4,393	4,455	4,760	5,126		5,600	7,500

[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.

ATTACHMENT 4

Boise State University Strategic Plan:
Update to OSBE March 2022

First year retention rate[3]	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Benchmark F2022 cohort	Benchmark F2024 cohort	Benchmark F2026 cohort
>Percent of first-time, full-time freshmen retained	79.5%	79.5%	77.8%	76.0%	Available Oct. 2022	78.0%	80.0%	84.0%
-Resident, Pell-Eligible only	70.8%	72.0%	70.6%	67.0%		71.0%	73.0%	77.0%
-Resident, Not Pell-Eligible only	75.4%	76.4%	75.1%	70.4%		75.0%	77.0%	81.0%
-Non-Resident, Pell-Eligible only	77.3%	76.7%	75.6%	71.1%		76.0%	78.0%	82.0%
-Non-Resident, Not Pell-Eligible only	88.2%	86.5%	83.7%	83.9%		84.0%	86.0%	91.0%
>Percent full-time transfers retained or graduated	76.6%	74.7%	78.4%	77.8%		79.0%	81.0%	83.0%

4-year graduation rate[4]	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Benchmark Fall 2019 cohort	Benchmark Fall 2023 cohort
> % of first-time, full-time freshmen who graduated	28.7%	30.6%	38.1%	39.6%	Available Sept. 2022	43.0%	55.0%
-Resident, Pell-Eligible only	15.3%	18.2%	20.6%	26.3%		29.0%	42.0%
-Resident, Not Pell-Eligible only	24.5%	25.0%	30.7%	33.1%		35.0%	46.0%
-Non-Resident, Pell-Eligible only	34.0%	35.5%	38.4%	34.1%		40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	46.2%	47.8%	55.9%	53.5%		56.0%	60.0%
>% of full-time transfers who graduated	49.9%	50.5%	54.2%	57.7%		59.0%	69.0%

6-year graduation rate[5]	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Benchmark Fall 2017 cohort	Benchmark Fall 2021 cohort

[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.

> % of first-time, full-time freshmen who graduated	45.8%	50.3%	54.1%	53.0%	Available Sept. 2022	56.0%	62.0%
-Resident, Pell-Eligible only	34.3%	38.0%	42.3%	40.1%		44.0%	50.0%
-Resident, Not Pell-Eligible only	41.5%	47.9%	50.7%	52.6%		55.0%	63.0%
-Non-Resident, Pell-Eligible only	54.7%	52.5%	56.5%	55.5%		58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	64.1%	67.1%	71.6%	68.3%		73.0%	78.0%
>% of full-time transfers who graduated	57.4%	58.5%	56.9%	59.7%		61.0%	72.0%

Gateway math success of new degree-seeking freshmen[6]	**Fall 2016 cohort**	**Fall 2017 cohort**	**Fall 2018 cohort**	**Fall 2019 cohort**	**Fall 2020 cohort**	**Benchmark**	
						Fall 2021 cohort	**Fall 2025 cohort**
>% completed within two years	79.8%	82.1%	83.4%	81.5%	Available Sept. 2022	85.0%	88.0%

Progress indicated by credits per year[7]	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	26.5%	28.7%	28.3%	Available July 2022	30.0%	32.0%

Success in credit-bearing course (gateway) after remedial course[8]	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
>English	88.5 %	88.5%	87.1%	84.8%	Available July 2022	90.0%	95.0%
>Mathematics	57.4%	55.8%	56.7%	59.6%		61.0%	65.0%

[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 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.

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Boise State University Strategic Plan:
Update to OSBE March 2022

Degrees and Certificates Awarded[9]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Undergraduate Certificate	248	360	411	515	Available Sept. 2022	580	890
>Associate	119	133	111	132		150	150
>Baccalaureate	3,373	3,472	3,680	3,929		4,152	5,250
>Graduate Certificate	248	221	189	170		150	150
>Master's	917	861	954	1,074		1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75

True Blue Scholarship	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	$393,714	$529,985	$637,185	$671,478	Available Oct. 2022	$1.2 M	$2.4M

NSSE[10] Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Academic Challenge							
>Higher-order learning	99%[11]⇔	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	100%	105%[12]
>Reflective & integrative learning	103%⇔					105%	105%
Learning with Peers							
>Collaborative learning	107%⇧					107%	107%
>Discussions with diverse others	101%⇔					103%	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.

Performance Measures:

[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.

[10] "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is 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; ⇧ & ⇩ indicate statistically higher and lower than peers, respectively.

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

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Students participating in courses with service-learning component	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,482	1,557	1,537	Available July 2022	1,600	1,800
>Percent of baccalaureate students participating in service-learning course	45%	46%	44%	42%		47%	50%

Students participating in internships[13]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Number of students with internship credit	957	927	938	697	Available July 2022	1,000	1,200

[13] Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

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NSSE % of senior participating in internships (and similar experiences), and in research	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>% of students participating in internships and other applied experiences	52.2%⇧	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	54.0%	56.0%
>% of students participating in research w/faculty members	26.6%⇧					28.0%	30.0%

Post-graduation outcomes[14]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
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	76%	76%	84%	82%	Available Feb. 2023	85%	88%
>Graduate degree completers	82%	85%	90%	89%		92%	94%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	81%	83%	78%	82%	Available Feb. 2023	80%	84%
>Graduate degree completers	94%	95%	94%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	85%	84%	83%	84%	Available Feb. 2023	85%	87%
>Graduate degree completers	95%	97%	95%	97%		97%	98%

<u>Objective C</u>: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Dual enrollment[15]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Number of credits produced	23,664	29,184	33,100	28,756	Available July 2022	34,000	37,500

[14] 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 were as follows: 48% (+/-1.5% MoE) in FY18; 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; and 35% (+/-1.8% MoE) in FY21. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

[15] 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.

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Distinct number of students served	5,408	6,570	7,062	6,318	Available July 2022	7,500	9,000

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Enrolled Idaho Students (Fall enrollment)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Number of enrolled degree-seeking resident undergraduates	11,096	10,830	10,689	10,309	9,729	10,025	11,280
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,461	5,498	5,982	3,773	5,316	7,500	9,000
Total number of enrolled students (degree-seeking and non-degree seeking)	15,557	16,328	16,671	14,082[16]	15,045	17,525	20,280
Number of new First-time degree-seeking students who are Idaho residents	1,539	1,596	1,630	1,441	1,517	1,560	1,750
Number of new Transfer degree-seeking students who are Idaho residents	998	933	901	894	843	940	1,060

Number of graduates with high impact on Idaho's college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Baccalaureate graduates from underrepresented groups							
>from rural areas[17]	500	532	463	508	Available Sept. 2022	550	750
>from ethnic minorities[18]	359	444	467	531		639	854
Baccalaureate graduates who are Idaho residents	2,263	2,200	2,208	2,284	Available Sept. 2022	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	847	845	847	828	Available Sept. 2022	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college[19]	406	446	442	461	Available Sept. 2022	500	1,000

True Blue Scholarship	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	$393,714	$529,985	$637,185	$671,478	Available Oct. 2022	$1.2M	$2.4M

[16] 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.
[17] 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.
[18] Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.
[19] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

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Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

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Performance Measures:

Sponsored Projects funding and awards for Instruction and Training	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Total Funding	$6.2M	$3.2M	$6.1M	$2.5M	Available April 2023	$7M	$10M
># of Awards	26	18	30	20		35	50

Enrollment in programs delivered online (Fall enrollment)[20]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Undergraduate	817	1,574	1,911	2,294	2,282	2,500	5,000
>Graduate	1,087	1,198	1,311	1,418	1,511	1,750	2,500
>Total	1,904	2,772	3,222	3,712	3,793	4,750	7,500

NSSE Indicators: For Freshmen Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Academic Challenge							
>Higher-order learning	99% ⇔	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	100%	105%
>Reflective & integrative learning	103% ⇔					105%	105%
Learning with Peers							
>Collaborative learning	107% ⇧					107%	107%
>Discussions with diverse others	101% ⇔					103%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Learning with Peers							
>Collaborative learning	103% ⇔	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	105%	105%
>Discussions with diverse others	98% ⇔					100%	102%
Experiences with faculty							
>Student-faculty interaction	101% ⇔					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.

[20] Indicates the number of officially enrolled students in a major or certificate that is delivered online.

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Performance Measures:

Vertically Integrated Projects[21] (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available July 2022	250	350
>Number of VIP teams	11	18	21	23		25	35

Percent of research grant awards that are Interdisciplinary vs. single discipline[22]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available July 2022	25.0%	30.0%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation.

Performance Measures:

Advancement funding	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Total gift income (outright gifts and previous pledge payments)	$33.9M	$25.3M	$15.5M	$21.1M	Available January 2023	$20M	$40M
>Total Endowment Value	$114.8M	$122.1M	$121.2M	$161.4M		$170M	$185M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
> Inventions Disclosure	14	20	22	16	N/A	20	28
> Patents Issued	3	2	5	1		3	6
> Licenses / Options / Letters of Intent	24	25	19	22		30	40

[21] 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.

[22] 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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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.

Performance Measures:

Total Research & Development Expenditures	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Expenditures as reported to the National Science Foundation	$41.4M	$39.8M	$43.3M	Available April 2022	Available April 2023	$47M	$52M

% of Successful Award Proposals	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>\# of Total Submitted Proposals	606	560	506	598	Available February 2023	625	800
>% Proposals Awarded	60.7%	67.5%	81.2%	71.1%		75.0%	75.0%

Publications of Boise State authors and citations of those publications over 5-year period	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	Benchmark For CY 2018-22	Benchmark For CY 2022-26
>Number of peer-reviewed publications by Boise State faculty, staff, students[23]	1,957	2,237	2,479	2,704	2,941	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students[24]	8,147	10,167	14,711	17,550	19,217	20,000	25,000

Sponsored Projects funding: # of Awards by Purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027

[23] 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.

[24] 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.

>Research	239	235	255	265	Available February 2023	275	375
>Instruction/Training	26	18	30	20		35	50
>Other Sponsored Activities	103	125	126	140		158	200
>Total	368	378	411	425		468	600

Sponsored Projects funding: Dollars awarded by purpose	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Research	$36.8M	$31.6M	$38.5M	$43.9M	Available February 2023	$45M	$55M
>Instruction/Training	$6.2M	$3.2M	$6.1M	$2.5M		$7M	$10M
>Other Sponsored Activities	$12.9M	$18.7M	$13.7M	$18.9M		$20M	$25M
>Total	$56.0M	$53.5M	$58.2M	$65.3M		$72M	$88M

<u>Objective B</u>: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE % of senior participating in research	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>% of students participating in research w/faculty members	26.6% ⇧	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	28.0%	30.0%

Number of doctoral graduates	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	32	45	53	50	Available Sept. 2022	58	75

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[25]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
						FY 2023	FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$455,849	$323,410	$293,228	$333,321		$350,000	$400,000

[25] 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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>Average $$ per grant award for single-discipline grants	$139,629	$126,726	$227,654	$181,531		$250,000	$300,000

	FY	FY	FY	FY	FY	Benchmark

Carnegie Foundation Ranking[26]	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Basic Classification	R3 (Research: Moderate)	R3 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: 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 awarded grant $$ that are Interdisciplinary vs. single discipline	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available September 2022	25.0%	30.0%
>Average $$ per grant award for interdisciplinary grants	$455,849	$323,410	$293,228	$333,321		$350,000	$400,000
>Average $$ per grant award for single-discipline grants	$139,629	$126,726	$227,654	$181,531		$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:

National College Health Assessment [27]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
> Response to statement: "I feel that I belong at my college/university" (% agree)	*Survey instrument changed in 2019-20 so prior results NA*	*Survey instrument changed in 2019-20 so prior results NA*	90.2% 85.7%	*Survey conducted every 2 years*	*NCHA in progress spring 2022*	>95% 90%	>95% >95%

[26] 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).
[27] Boise State conducts the National College Health Assessment through the American College Health Association every two years. The survey instrument changed in 2019-20, therefore, no prior comparisons are available. The response rate for FY20 was 14.9% (MoE +/- 3.3%).

> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree) > Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)			89.6%			90%	>95%

Human Resources Survey[28]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2022	Benchmark FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree)	NA	73%	*Survey conducted every 3-5 years*	*Survey conducted every 3 -5 years*	NA	80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)		75%			NA	82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)		82%			82%	85%	90%
>Response to statement: I feel valued in my job (% agree)		NA			72%	80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)		NA			81%	85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Experiences with faculty >Student-faculty interaction	101% ⇔	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	103%	105%
Campus Environment >Quality of interactions	101% ⇔					103%	105%
>Supportive environment	90% ⇩					95%	100%

NSSE: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027

[28] Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.

>Quality of interaction with academic advisors >Quality of interaction with student services staff (career services, student activities, housing, etc.) >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	99.8% ⇔ 100.2% ⇔ 103.4% ⇧	*NSSE every three years*	*NSSE every three years*	*NSSE postponed until Spring 2022*	*NSSE in progress Spring 2022*	102% 102% 105%	105% 105% 105%

<u>Objective B:</u> 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:

National Faculty & Staff Health Assessment [29]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
> Response to statement: "My college/university cares about my health and well-being" (% agree) > Response to statement: "My college/university promotes a culture of wellness" (% agree) > Response to statement: "The health and well-being of university staff and faculty impacts student success and learning" (% agree)	*Survey started in 2019*	70.6% 75% 96.1%	*Survey conducted every 2 years*	75.9% 75% 97.8%	*Survey conducted every 2 years*	80% 80% >95%	85% 85% >95%

Faculty and Staff Turnover	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Classified >Professional >Faculty	20.2% 14.7% 6.5%	20.9% 17.1% 6.5%	19.7% 15.3% 5.4%	18.4% 16.0% 7.1%	Available January 2023	17.5% 13.0% 6.5%	15% 10% 6.5%

<u>Objective C:</u> Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

Performance Measures:

	FY	FY	FY	FY	FY	Benchmark

[29] Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association every two years. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

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Expense per EWA-weighted Student Credit Hour (SCH)	2018	2019	2020	2021	2022	FY 2023	FY 2027
$ per Resident Undergraduate SCH[30] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$313.35 $329.90	$309.21 $331.21	$327.61 $352.89	$318.45 $357.17	*Available Jan. 2023*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Resident Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$279.53 $294.29	$275.25 $294.83	$287.91 $310.12	$277.32 $311.04	*Available Jan. 2023*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Total Undergraduate SCH[31] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$263.08 $276.98	$255.42 $273.59	$256.42 $276.21	$240.94 $270.24	*Available Jan. 2023*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$
$ per Total Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted	$244.00 $256.89	$237.14 $254.01	$238.14 $256.52	$223.85 $251.07	*Available Jan. 2023*	Very low increase (0.5 - 1%) in inflation adj $$	Very low increase (0.5 - 1%) in inflation adj $$

[30] 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 and WUE students that exceed the cap. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[31] 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.

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Cost of Education[32] (resident undergraduate with 15 credit load per semester; tuition and fees)	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
>Boise State	$7,326	$7,694	$8,068	$8,060	$8,060	Remain less than the WICHE state average	
>WICHE average	$8,407	$8,630	$8,934	$9,154	$9,305		
>Boise State as % of WICHE	87.1%	89.2%	90.3%	88.0%	86.6%		

Graduates per FTE	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
Baccalaureate graduates per undergraduate FTE[33]	21.8	21.6	22.1	23.8	Available Sept. 2022	24.0	26.5
Baccalaureate graduates per junior/senior FTE[34]	41.2	41.2	42.5	43.6		44.2	47.6
Graduate degree graduates per graduate FTE[35]	46.8	42.7	45.3	48.8		49.0	51.0

<u>Objective D</u>: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
"STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[36]	Not Applicable		Program Participant	Program Participant	Silver Award Recognition	Silver Award Recognition	Gold Award Recognition

[32] 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 http://www.wiche.edu/pub/tf.

[33] 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.

[34] 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.

[35] 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.

[36] Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

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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.

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
"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. "[37]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.					Renewal of Community Engagement Classification in 2025	

Partnerships through Research & Economic Development[38]	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**Benchmark**	
						FY 2023	**FY 2027**
Total Distinct Number of Partners	NA	NA	NA	301	Available Sept. 2022	Increase number of partners	Increase number of partners
Classified by organizational type							
> Industry				58			
> Government				124			
> Non-Profit				34			
> Higher Education				85			

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

[37] 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 .

[38] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

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Community Impact Program Participants[39]	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Community Impact Program participants (new starts)	NA	NA	NA	16	28	45	75
>Professional development participants				NA	35	35	50
>Academic certificates issued and percent of new starts				11 (69%)	24 (86%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho's college completion rate	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
Baccalaureate graduates from underrepresented groups[40] >from rural counties	500	532	463	508	Available Sept. 2022	550	750
Baccalaureate graduates who began as transfers from Idaho community college[41]	406	446	442	461	Available Sept. 2022	500	1,000

<u>Objective C</u>: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects[42] (VIPs)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2023	Benchmark FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available July 2022	250	350
>Number of VIP teams	11	18	21	23		25	35

Key External Factors

[39] Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

[40] 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.

[41] 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.

[42] 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.

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first three of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

Budget cuts to higher education. Budget cuts and holdbacks to higher education in FY20 and FY21 have negatively influenced our ability to implement our new strategic plan, *Blueprint for Success*. 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 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.

Negative External Factor: Global Pandemic. Boise State University, as all Idaho universities, continued to operate under a global pandemic. This historic occasion created large new expenses, and lost revenues in canceled events. Moreover, the length of the pandemic caused mental distress and burnout among students, faculty and staff.

Negative External Factor: Increasing inflation and cost of housing in the Boise metro area. Increasing inflation, in particular the increases in cost of housing in the Boise metric area, and insufficient increases in salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset with our current revenue streams.

Positive 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.

Evaluation Process

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Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six executive divisions of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides and executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across the university. In turn, the USPC provides a comprehensive summary for the President and Executive team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

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	Boise State University Strategic Goals				
	Goal 1: Innovation for institutional Impact	*Goal 2: Improve educational access and student success*	*Goal 3: Advance research and creative activity*	*Goal 4: Foster thriving community*	*Goal 5: Trailblaze programs and partnerships*
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.		✓		✓	
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).		✓			✓
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: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓			✓

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***Objective B: Timely Degree Completion* – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).**		✓			
***Objective C: Access* - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.**	✓	✓		✓	✓
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.					
***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.**		✓	✓		

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Mark Fitzgerald, Interim Chief Information Security Officer
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness, we partner with BitSight to provide real-time feedback on university systems CSF maturity. Average CSF maturity has risen to an A and maintained throughout the year, whereas the industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have

- Implemented policy for encryption and inventory
- Established an asset inventory database
- Deployed Multi-Factor Authentication to all students implemented MFA to campus systems
- Implemented and replace several key security assets
- Coordinated efforts with State Department of in Administration

In the next 12 months we plan

- Continuing maturity growth of CSC as outlined by State ITS department
- Compliance and assurance of inventory
- Written documentation and assessment to supplement the BitSight measurements of NIST CSF

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2023

LEWIS CLARK
STATE COLLEGE

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2023 - 2026

LEWIS-CLARK STATE COLLEGE
1893

Submitted April, 2022

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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.

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Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options[1]

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 beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

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	49	
Benchmark	No Prior Benchmarks			37	42	42	42
Achievement				MET	MET	MET	
Evening/ Weekend	New Measure		0	7[3]	7	7	
Benchmark	No Prior Benchmarks			2	6	7	7
Achievement				MET	MET	MET	

[1] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[2] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[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.

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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%	89%	
Benchmark	No Prior Benchmarks				100%	100%	100%
Achievement					NOT MET	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.

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Objective B: Ensure high quality program outcomes[6]

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.

Licensing/Cert. Exams			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)
Professional Degrees	NCLEX Registered Nurse[7]	LC State	93%	99%	94%	95%	94%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	85%	85%	86%	87%	85%		
		Achievement	MET	MET	MET	MET	MET		
	NCLEX Practical Nurse[7]	LC State	78%	100%	91%	100%	Not Available: Program on hiatus following Dec. 2019.		Exceed National Average
		Benchmark: Nat'l Ave.	87%	87%	85%	86%			
		Achievement	NOT MET	MET	MET	MET			
	ARRT Radiology	LC State	100%	95%	89%	76%	86%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	89%	89%	89%	88%	84%		
		Achievement	MET	MET	MET	NOT MET	MET		
	PRAXIS Teacher Education	LC State[8]	168	168	170	171	166	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	172	170	168	170	168		
		Achievement	NOT MET	NOT MET	MET	MET	MET		
	ASWB Social Work	LC State	87%	78%	57%	86%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	69%	67%	69%			
		Achievement	MET	MET	NOT MET	MET			

[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.

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Licensing/Certification Exams			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)
Workforce Training[9]	Pharmacy Technician	LC State	100%	--%[10]	--%[11]	--%[11]	--%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	58%	58%	57%				
		Achievement	MET	NOT MET	MET				
	Paramedic[12]	LC State	Cohorts complete every other year	89%	Cohorts complete every other year	--%[11]	88%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.		73%			79%		
		Achievement		MET			MET		
	Electrical Apprentice-ship Idaho Journeyman	LC State	90%	100%	100%	91%	89%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	79%	77%	75%	77%	78%		
		Achievement	MET	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[13]

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 States's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature

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[8] 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.

[9] 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.

[10] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[11] No students tested.

[12] Written exam results only.

[13] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*[14] or *experiential learning*[15]. 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.

[14] Applied learning = hand's on application of theory.

[15] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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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	New Measure	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of *Signature Certificates*	Continue to promote *Signature Certificates*	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

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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.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

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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	Developed inventory of co-curricular applied & experiential learning Reprioritized/ 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. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, made functional. Expanded student clubs, organizations and in-person leadership development opportunities Career Readiness micro-credential unveiled in Spring 2021 semester.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year. Exploring the possibility of including programming for regional high school students. Special breakout sessions connecting regional high schools' students and employers were conducted.	100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences.[16]

[16] This remains an aspirational goal. The specific goal for the 22-23 academic year is to launch a micro-credential in career readiness, which will be available to all LC State students who engage in a specific menu of activities.

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Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment[17]

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 expansion[18]. 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	382	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			429	436	442	449
Achievement				NOT MET	NOT MET	NOT MET	

[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: https://www.lcsc.edu/budget/budget-office-resources

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 expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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.

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	541	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			641	651	661	671
Achievement				NOT MET	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 expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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 below[20].

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)
HC	1,663	1,557	1,483	1,368	1650	1596[21]	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			1,507	1,531	1,555	1,578
Achievement				NOT MET	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 2022 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 expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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	163	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			151	174	177	179
Achievement				MET	NOT MET	NOT MET	

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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 expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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	129	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			152	155	157	160
Achievement				NOT MET	NOT MET	NOT MET	
Nonresident FTE	395	359	329	319	326	351	Available Fall '22 Census
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350
Achievement				NOT MET	NOT MET	MET	

[22] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2021-2022

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Objective B: Increase credential output[23]

Performance Measure 1: Certificates and degrees[24]

Definition: The count of degrees/certificates awarded at each degree-level.[25]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

[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 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

[27] Benchmarks re-aligned to current version of Idaho State Board of Education's K-20 Strategic Plan. Changes Tracked.

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Certificates & Degrees	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)
Certificates	18	21	15	26	51		Available Summer '23
Benchmark: Maintain	New Benchmark Methodology		21	21	28	23	~~30~~24
Achievement			NOT MET	MET	MET		
Associates	414	425	347	365	218		Available Summer '23
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	256	~~455~~262
Achievement			NOT MET	NOT MET	NOT MET		
Baccalaureates	528	587	626	505	599		Available Summer '23
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	496	~~705~~509
Achievement			MET	NOT MET	NOT MET		

Performance Measures 2: Graduates[28]

Definition: The unduplicated count of graduates by degree-level.[29]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26] and achieve 1,050 total completions by AY 2035-36.[27]

[28] State Board of Education postsecondary system wide measure.

[29] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

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Graduates	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)
Certificates	14	20	15	25	42		Available Summer '23
Benchmark: Maintain	New Benchmark Methodology		20	20	30	23	~~30~~24
Achievement			NOT MET	MET	MET		
Associates	300	410	325	357	206		Available Summer '23
Benchmark: +1% annually	New Benchmark Methodology		415	420	424	256	~~433~~262
Achievement			NOT MET	NOT MET	NOT MET		
Baccalaureates	523	573	616	491	589		Available Summer '23
Benchmark: +1% annually	New Benchmark Methodology		580	622	628	496	~~641~~509
Achievement			MET	NOT MET	NOT MET		

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Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[30]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[31].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[32], necessitating a one percent increase annually[33].

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 22 (2016 Cohort)	FY 23 (2017 Cohort)
Entered as Bacc.-Seeking	Bacc.	23%	33%	32%	31%	32%		
	Benchmark: +1% annually	New Benchmark Methodology	24%	25%	33%	34%	35%	36%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	28%	40%	38%	36%	37%		
	Benchmark: +1% annually	New Benchmark Methodology	29%	30%	39%	40%	41%	42%
	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		

[30] State Board of Education postsecondary system wide measure.

[31] 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.

[32] Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132

[33] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

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Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[34]

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.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[32], necessitating a one percent increase annually[33].

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 22 (2018 Cohort)	FY 23 (2019 Cohort)
Entered as Bacc.-Seeking	Bacc.[35]	16%	15%	21%	18%	24%		
	Cert. & Assoc.	1%	1%	1%	3%	4%		
Benchmark: +1% annually		New Benchmark Methodology	22%	23%	24%	25%	26%	27%
Achievement			NOT MET	NOT MET	NOT MET	MET		

[34] State Board of Education postsecondary system wide measure.

[35] 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 expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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 22 (2021-22)	FY 23 (2021-22)
First-Time, Full-Time, Baccalaureate-Seeking, Students	57%	63%	60%	61%	63%[22]		
Benchmark: +2% annually[36]	New Measurement		61%	63%	65%	66%	67%
Achievement			NOT MET	NOT MET	NOT MET		
All Degree-Seeking Students	73%	75%	75%	76%	74%		
Benchmark: +2% annually	New Measurement		77%	79%	81%	82%	83%
Achievement			NOT MET	NOT MET	NOT MET		

[36] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of first-time, full-time, degree-seeking retention (59%).

Performance Measure 6: 30 to Finish[37]

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.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% 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 22 (2021-22)	FY 23 (2021-22)
%	25%	38%	31%	33%	29%		
Benchmark[38]	New Benchmarking Method		30%	32%	34%	35%	36%
Achievement			MET	MET	NOT MET		

Performance Measure 7: Remediation[37]

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 Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[32], necessitating a one percent increase annually[33].

Remediation	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)
%	21%	39%	51%	59%	66%		
Benchmark	New Benchmarking Method		20%	52%	60%	61%	62%
Achievement			MET	MET	MET		

[37] State Board of Education postsecondary system wide measure.

Performance Measure 8: Math Pathways[37]

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[39] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[32], necessitating a one percent increase annually[33].

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 22 (Fall 2021-Su 2023)	FY 23 (Fall 2022-Su 2024)
%	48%	52%	49%	36%	44%		
Benchmark:	New Benchmarking Method		53%	54%	56%	57%	58%
Achievement			NOT MET	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 22 (2021-22)	FY 23 (2022-23)
Duplicated Headcount	3,345	3,563	3,699	2,893	2,513		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,750	3,800
Achievement			MET	NOT 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 courses[40].

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 22 (2021-22)	FY 23 (2022-23)
Duplicated Completions	3,113	3,420	3,468	2,756	2,362		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%	94%
Achievement			MET	MET	MET		

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming[41]

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 & Learning[42] and those coordinated by the President's Commission on College Diversity[43].

Benchmark: Steady increase in faculty & staff participation.

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[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: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects

[43]More information on LC State's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity-vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

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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 (2022-23)
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]	28	Re-establish baseline with new Center leadership transition.
	Diversity Programming [45]	New Measure	Inventory inclusive programing	167[46]	223	158[47]	
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[48]	237[49]	Goal: 315

[44] IDEA has a brand-new website with new guides and resources: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism

[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 & History[50].

Benchmark: Steady increase in community participation.

Community Participation	FY17-18 (2016-17; 2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Duplicated Headcount	New Measure	Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239 people engaged through on-site exhibitions, online exhibits, in-person events, and Zoom public programs.	Benchmark established once baseline inventory and tracking complete.

[46] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

[47] Includes live attendance (remote or in-person) at six workshops (96 visits), later views of four recorded sessions (57 views), and IDEA Ambassadors meetings/conversations (5 people).

[48] Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[49] Specific attendance per event as follows: Multicultural Month 80; Idaho Human Rights Day 17; Native American Awareness Week 42; Veterans Day Lunch/ Recognition 6; Black History Experience 40; Constitution Day 12; Women's History Month. 40. Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[50] Center for Arts & History: http://www.lcsc.edu/cah/

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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 infrastructure[51]

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.

[51] 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 Projects		FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
LC State Foundation	Employee Giving Campaign[52]	New Measure	39%	41%	35%	34%	Impact Measured
	Benchmark: 5% annually	New Benchmarking Method				40%	45%
	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	Impact Measured
	Foundation Fee			Implemented Jan. 1st, 2020		$9,389	Goal/ estimate: $11,000
Monetize Auxiliaries[53]		New Measure	Plan	Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability	Implemented 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.[54]	Expand to include other auxiliaries & programs[55] (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'l grant funding for campus programs & auxiliaries	Impact Measured

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

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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 22 (2021-22)	FY 23 (2022-23)
Federal	$895,530	$1,221,834	$1,506,459	$1,600,805	$ 841,935		Institutional Financial Diversification
State & Local[56]	$2,534,164	$2,671,345	$2,825,307	$3,218,872	$ 3,175,967		
Private	$133,075	$41,565	$44,800	$298,885	$ 185,950		
Gifts[57]	$1,174,116	$3,951,746	$1,337,379	$2,361,794	$ 2,886,613		
Total	$4,736,885	$7,886,490	$5,713,945	$7,480,356	$7,090,465		
Benchmark: +$100,000 annually[58]	New Measure: No Prior Benchmarks		$5,235,809	5,335,809	$5,435,809		
Achievement			MET	MET	MET		

[52] One-year lag from measurement to reporting, therefore FY22 depicts results for FY21.

[53] Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

[54] Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, events and conferences.

[55] Additional auxiliaries like Housing & Residence Life and events & conferences identified but in some cases monetization was put on hold due to the disruptions in these areas' revenue streams caused by the pandemic.

[56] 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.

[57] Including grants that do not have restrictions or reporting requirements.

[58] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

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Objective B: Bring all employee compensation up to policy/median benchmarks[59]

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.[60]

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years at the institution and current position considerations:

- Employees for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees for 16 years or more: All at 100% of policy/median.

[59] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[60] Employee compensation data captured June of every fiscal year.

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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 Measure		58%	55%	64%	54%	Bring all employees to benchmarks based upon years of service
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff 6-10 years' service	New Measure		39%	35%	52%	41%	All at greater than or equal to 80% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			34%	29%	24%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff 11-15 years' service	New Measure		58%	59%	62%	55%	All at greater than or equal to 90% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			53%	48%	43%	
Achievement				NOT MET	NOT MET	NOT MET	
% of Staff >16 years' service	New Measure		73%	66%	76%	65%	All at 100% of policy/ median
Benchmark: -5% annually	No Prior Benchmarks			68%	63%	58%	
Achievement				MET	NOT 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, remediation and short-term workforce training credential 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 however have improved after being negatively impacted by pandemic initially.

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The following assumptions about external and internal factors will continue to impact the institution as the FY 2023 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 continue to 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 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 measures to undergird LC State's commitment to "systemness". 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.

Red Tape Reduction Act

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.

Addendum: Cyber Security
National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018*." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.

  - Each agency would document its self-discovery in a data repository provided by the state.
  - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
  - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
  - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.
  - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
  - In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
  - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
  - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
  - Lewis-Clark State College was required to answer 4 items:
    - Policy Definition, e.g. Does LC State have a written policy.
    - Control Implemented, e.g. Does LC State have controls implemented.
    - Control enforcement: automated or technically manualized.
    - Control reported to State.
  - Two additional items were added to the self-audit
    - Compliance notes
    - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize cyber-related risks

revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.

- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis
    - Phishing training progress
    - Written policy breadth and depth
- Partnered with the University of Idaho CIO and CISO to independently review LC State cybersecurity processes in August of 2021
- Performed annual review of CIS 20 CSC in August of 2021
- Signed up for the weekly and monthly external CISA cybersecurity scans provided through Homeland Security to identify known and potential application, hardware, and software vulnerabilities
    - Vulnerability Analysis – First scan September 1, 2021
        - Continue to receive weekly scans
    - Web Application Scan – First scan September 7, 2021
        - Continue to receive monthly scans
- Internal vulnerability scans performed by Tenable Security Center Continuous View
    - Weekly internal scans performed on Network and Server Infrastructure
    - Identified and mitigated Log4j vulnerabilities present in a majority of our core systems
        - Setup Daily scans for Log4Shell vulnerability in December of 2021
        - Moved to weekly scans in February 2022

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities*."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."

- 2021 LCSC Cybersecurity Awareness Month Mandatory Training for all employees provided through KnowBe4 (October 2021).
- 2022 LCSC Cybersecurity Awareness Annual Mandatory Training for all employees provided through KnowBe4 (February 2022).

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."*

In December 2017, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

Fall 2021, the Senior Network Manager completed the following Cisco trainings to renew CCNP:

- Securing Networks with Cisco Firepower Next Generation Firewall (SSNGFW) v1.0
- Implementing and Configuring Cisco Identity Services Engine (SISE) v3.0

Spring 2022, the Network Technician completed the following Cisco trainings to renew CCNA:

- Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) v1.0

Academic Year 2021-2022

- Network Systems employees complete online webinars to secure knowledge on various cybersecurity systems
- Spring 2022, the Director of IT completed 25 hours of CPE through ISACA to maintain his Certified Data Privacy Solutions Engineer (CDPSE).

ATTACHMENT 5

CIS Controls™

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

CIS Controls V7 separates the controls into three distinct categories:

Basic:
Key controls which should be implemented in every organization for essential cyber defense readiness.

Foundational:
Technical best practices provide clear security benefits and are a smart move for any organization to implement.

Organizational:
These controls are more focused on people and processes involved in cybersecurity.

Basic

1. Inventory and Control of Hardware Assets
2. Inventory and Control of Software Assets
3. Continuous Vulnerability Management
4. Controlled Use of Administrative Privileges
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers
6. Maintenance, Monitoring and Analysis of Audit Logs

Foundational

7. Email and Web Browser Protections
8. Malware Defenses
9. Limitation and Control of Network Ports, Protocols and Services
10. Data Recovery Capabilities
11. Secure Configuration for Network Devices, such as Firewalls, Routers and Switches
12. Boundary Defense
13. Data Protection
14. Controlled Access Based on the Need to Know
15. Wireless Access Control
16. Account Monitoring and Control

Organizational

17. Implement a Security Awareness and Training Program
18. Application Software Security
19. Incident Response and Management
20. Penetration Tests and Red Team Exercises

ATTACHMENT 5

ATTACHMENT 5

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

	State Board of Education Goals		
Institutional Goals & Objectives	***Goal 1: Educational System Alignment***	***Goal 2: Educational Attainment***	***Goal 3: Workforce Readiness***
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
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 infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			

ATTACHMENT 5

ATTACHMENT 6

College of Eastern Idaho

Strategic Plan FY 2023-2027

March 9, 2022

ATTACHMENT 6

FY 2023-2027

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.

ATTACHMENT 6

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 2018	FY 2019	FY 2020	FY 2021	Benchmark
Percentage	8%	7%	6%	4%	>10%

II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Grad Rate %150 IPEDS	54%	58%	50%	46%	>60%

III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Certificates	120	165	112	119	>130
Associate Degrees	93	90	166	229	>170

IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Completers of Certificates	120	160	112	119	>120
Completers of Degrees	93	90	164	215	>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 2018	FY 2019	FY 2020	FY 2021	Benchmark
Students	33%	28%	34%	45%	>39%

Math Pathways

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

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Students	24%	15%	8%	16%	>20%

Guided Pathways

VII. Percent of first-time, full-time freshmen graduating within 100% of time[1]

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
FTFT Completers 100%	46%	58%	49%	31%	>50%

ATTACHMENT 6

GOAL 1: A Well-Educated Citizenry
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 scholarship:

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
State Funded	44	84	86	81	>90
Foundation Funded	246	298	278	194[4]	>310

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

FY	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	21.5%	30.7%	27.4%	31.3%	>29%

III. Total degree and certificate production and headcount:

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Degrees/Certificates	213	255	278	348	>300
Completers	211	245	272	330	>280

Objective B: Adult Learner Re-Integration

Performance Measures:

I. Number of students enrolled in GED who are Idaho residents (not including ESL)
II. Number of students who complete their GED

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Enrolled	458	247	370	246	>300
Completed	40	51	55	37	>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

Grad by FY	FY 2018	FY 2019	FY 2020	FY 2021[2]	Benchmark
I. Employed In training area	192	224	211	N/A	>230
II. Continuing education	31	22	49	N/A	>50
III. Employed in related field	147	187	170	N/A	>190

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

Percentage By FY	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
TSA Pass Percentage	83%	95%	93%	94%	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 2018	FY 2019	FY 2020[4]	FY 2021[4]	Benchmark
WFT Courses[3]	442	332	345	478	>440
Customized Training Courses	3,444	2,926	466	561	>4,000
Headcount	14,824	16,461	12,140	16,768	>16,000

ATTACHMENT 6

GOAL 4: Effective and Efficient Educational System

Objective A: 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 2018	FY 2019	FY 2020	FY 2021	Benchmark
~~Grad or still enrolled~~	~~530~~	~~747~~	~~891~~	~~1,128~~	~~>900~~
Percent Grad or still enrolled	67%	63%	68%	69%	>67%

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 2018	FY 2019	FY 2020	FY 2021	Benchmark
Percentage of Students entering within one year of HS and have ever taken a remedial course	18%	26%	19%	20%	20%

III. Cost per credit hour[5]

FY	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Cost per Credit Hour	$ 829	$ 756	$ 733	$751	$ <700

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

FY	FY 2018	FY 2019	FY 2020	FY 2021[8]	Benchmark
Number Continuing On	248	300	283	136[PAA1]	>350

ATTACHMENT 6

GOAL 5: Student Centered

Objective A: 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:

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
CEI	0.82	0.62	0.61	0.48	<0.50
PEERS	0.64	0.63	0.84	0.56	N/A

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

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
FTFT Fall-to-Fall Retention	73%	72%	67%	47%	>74%

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
CEI	0.76	0.71	0.56	0.53	<0.5
PEERS	0.73	0.73	0.99	0.62	N/A

IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process[6].

	FY 2018[6]	FY 2019	FY 2020	FY 2021	Benchmark
Financial Aid	N/A	88%	87%	89%	98%
Admissions	N/A	90%	91%	92%	98%

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

Performance Measures:

I. Tutoring center total students contact hours (in thousands).
~~I.~~II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent[7]:

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
Total Student Hours (in thousands)	6.4	7.7	8.7	5	>7.5
% Rating Very Good to Excellent	N/A[2]	86.6%	87.3%	94.1%	>85%

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

Performance Measures:

I. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
CEI	0.09	0.19	0.37	0.11	< 0.15
PEERS	0.22	0.21	0.41	0.19	N/A

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

Performance Measures:

I. Number of applicants/students receiving CND services:

	FY 2018	FY 2019	FY 2020[4]	FY 2021	Benchmark
Clients Served	301	318	294	318	>310

ATTACHMENT 6

Key External Factors[PAA2]

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

As a new institution, we are informed by EITC's past, but our focus naturally on the future. Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic

position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have established our institutional student learning outcomes (ISLOs) through a faculty-led development process. They created comprehensive rubrics, and select instructors piloted their use in Fall 2021. We have mapped current evaluation of the ISLOs to find holes and misalignments in curriculum, and every faculty member was given opportunity to shape the evaluation requirements to better provide equitable application for their students.

Our next phase is to evaluate the ISLOs throughout the general education program in Fall 2022. Faculty will develop processes and documentation to embed the ISLOs into layers of assessment and development. Faculty are developing evaluation measures to ensure that our students perform the ISLOs before they are granted a CEI credential. Our CTE and workforce programs are equally committed to ensuring that every student leaves with those critical skills. Cross-disciplinary faculty are collaborating to provide consistent assessment measures with the least amount of added credit, time, and cost to our students.

We have clear, published course-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

6. Decreasing college enrollment and uneven completion rates

CEI is determined to use its disaggregated data to find and eliminate educational obstacles. CEI has set its focus groups, peer comparisons, and gathered its data into cohorts so that its data can be easily compared, and we are participating in the Postsecondary Data Partnership. We

created a user-friendly documentation that can be understood easily and published widely, as well as created a variety of internal dashboards so that data is readily available to answer key questions. Our next steps will continue to use strategic data summits to examine the new data available through our software expansions, ensure consistent definitions, and seek key questions to sharpen our accuracy. We will also determine where data might be better employed and more deeply embedded in our reviews, discussions, and practices.

7. Funding:

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. 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.

8. 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.

9. 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.

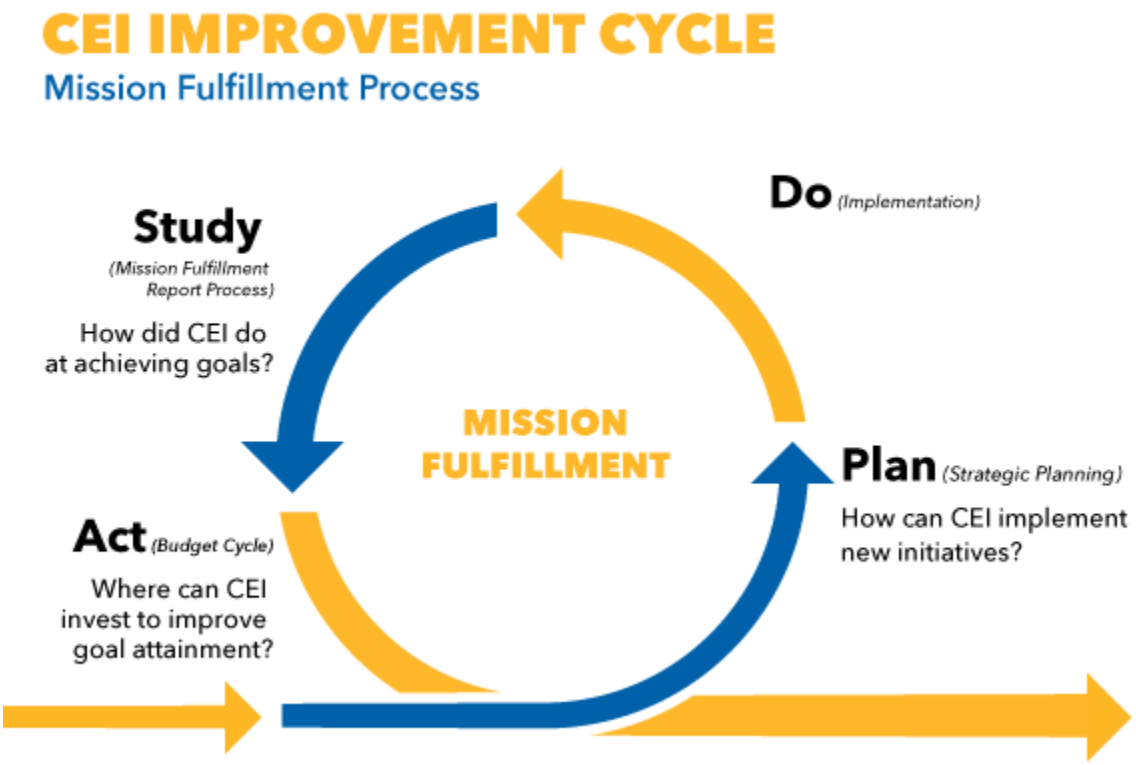

Figure 1: Mission Fulfillment Process

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.

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[1]*Years 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.*
[3]*CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.*

[4]*Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring, recruiting and other student services have significantly impacted these results.*
[5]*Calculated 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.*
[6]*New 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.*
[7]*We believe this number is artificially low due to our inability to update the National Clearinghouse student transfer data in our database this past year.*

ATTACHMENT 6

[PAA3]

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
CEI Goals and Objectives					
GOAL 1: Cultivate Esteemed Graduates					
Objective A: Expand and deepen community engagement.	X	X	X		
Objective B: Strengthen workforce and credit alignment	X	X	X		
GOAL 2: Remove Educational Obstacles					
Objective A: Automate student and staff processes	X	X	X		
Objective B: Expand data study and usage	X	X	X		
GOAL 3: Ensure Institutional Sustainability					
Objective A: Grow existing revenue bases and develop alternate revenue streams	X				
Objective B: Use futuring summits to shape college to community needs	X	X	X		
GOAL 4: Enrich Employees' Potential					

Objective A: Enhance the campus culture and increase professional development	X	X	X	-	-
GOAL 5: Student Centered	-	-	-	-	-
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X	-	-
Objective B: Deepen assessment practice	X	X	X		
~~GOAL 6: Cyber Awareness~~	-	-	-	-	-
~~Objective A: Regular Training~~	~~X~~	-	-	-	-
~~Objective B: Specific Training for Super Users~~	~~X~~	-	-	-	-
~~Objective C: Monthly Awareness Emails~~	-	-	-	-	-
~~Objective D: Policy Statement to be Signed by all Employees~~	~~X~~	-	~~X~~	-	-

[PAA4]

~~Key External Factors~~[PAA5]

~~1) Funding:~~

~~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) COVID-19:~~

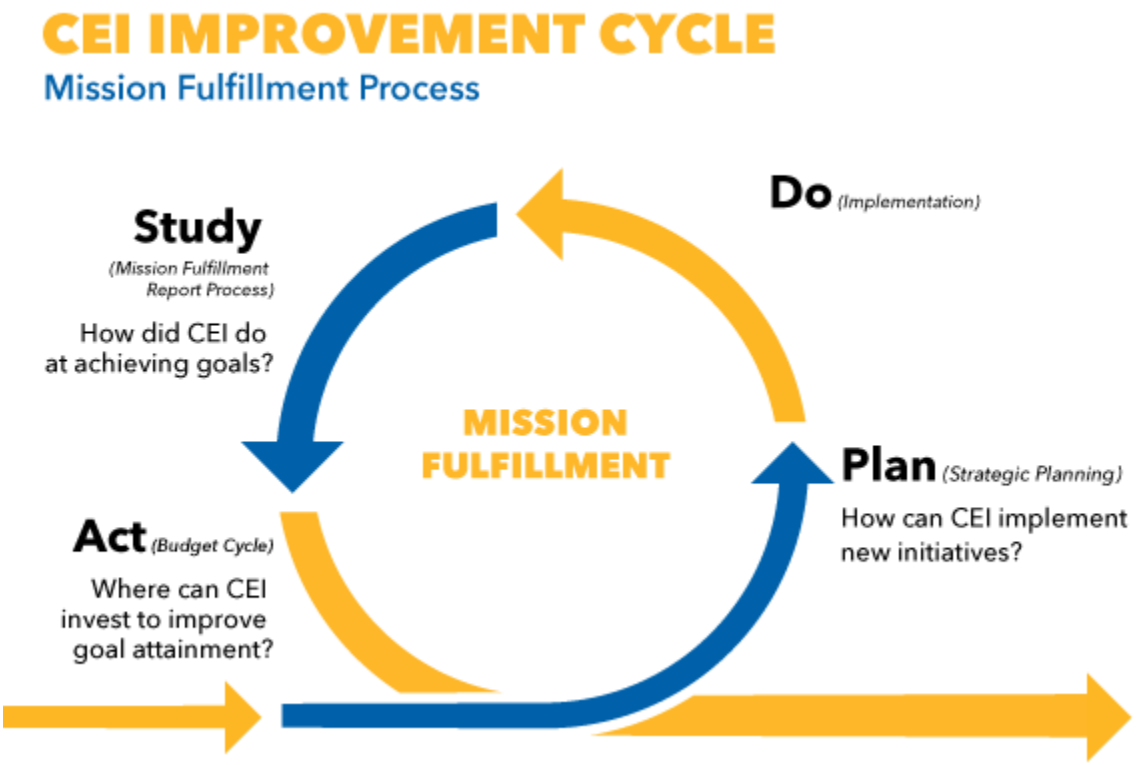
~~CEI, along with the other State Higher Education institutions was dramatically affected by COVID beginning in the March of 2020. CEI saw an increase of 11% in College credit student headcount in fall of 2020. The College was positioned well to rapidly move into a full online format to complete spring 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.~~

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[1]~~*Years 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.*~~

[3]~~*CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.*~~

[4]~~*Covid-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.*~~

[5]~~*Calculated 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.*~~

[6]~~*In 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.*~~

[7]~~*New 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.*~~

[8]~~*Currently CEI is implementing measures and collecting data, not all measures are reportable at this time.*~~

	~~State Board of Education Goals~~				
	~~Goal 1: EDUCATIONAL SYSTEM ALIGNMENT~~	~~Goal 2: EDUCATIONAL ATTAINMENT~~	~~Goal 3: WORKFORCE READINESS~~	~~Goal 4:~~	~~Goal 5:~~
~~CEI Goals and Objectives~~	-	-	-	-	-
~~GOAL 1: A Well Educated Citizenry~~	-	-	-	-	-

~~Objective A: Access~~ -	~~X~~	~~X~~	~~X~~	-	-
~~Objective B: Adult Learner Re-Integration~~ -	~~X~~	~~X~~	~~X~~	-	-
~~GOAL 2: Innovation and Economic Development~~	-	-	-	-	-
~~Objective A: Workforce Readiness~~ -	-	-	~~X~~	-	-
~~GOAL 3: Data-Informed Decision Making~~	-	-	-	-	-
~~Objective A: Number of industry recommendations incorporated into career technical curriculum.~~ -	-	-	~~X~~	-	-
~~GOAL 4: Effective and Efficient Educational System~~	-	-	-	-	-
~~Objective A: High school senior who choose CEI as their first choice to higher education.~~ -	~~X~~	~~X~~	-	-	-
~~GOAL 5: Student Centered~~	-	-	-	-	-
~~Objective A: CEI faculty provides effective and student centered instruction.~~ -	~~X~~	~~X~~	~~X~~	-	-
~~GOAL 6: Cyber Awareness~~	-	-	-	-	-

ATTACHMENT 6

ATTACHMENT 7

COLLEGE OF
SOUTHERN
IDAHO

2022-2026 (FY2023-2027)
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

Equity, Quality, Innovation

OUR STRATEGIC PLAN—THE CSI C-O-D-E

CODE (noun): a system of principles

Guided by the values of equity, quality, and innovation, 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.

STRATEGIC 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.

Performance Measures:

1.1 Students who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
96%	95%	NA*	NA*	96%

***Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 or 2021**
Benchmark: 96% [1] (by 2023)

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 The number of lives impacted by the services provided by the college (Source: CSI)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
19,929	19,652	18,148	17,782	20,000

Benchmark: 20,000 [2] (by 2023)

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)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
Headcount	6,360	6,613	7,648	7,472	7,577
Credits	32,814	36,904	42,805	42,793	43,392

Benchmark: > or = 1.4% increase in headcount and credits [3] (by 2023)

1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
Overall	50.0%	43.5%	39.4%	40.7%	46.9%
Subset attending CSI	45.5%	57.0%	59.1%	61.7%	65.0%

Benchmark: 46.9% overall and 65% attending CSI [4] (by 2025)

1.3.3 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
96%	**98%**	**98%**	**99%**	**98%**

Benchmark: Maintain placement at or above the average for the previous four years (98%) 5 (by 2023)

STRATEGIC 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.

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark
4,023	3,765	3,987	3,883	5,000

Benchmark: 5,000 [6] (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benchmark
3,378	3,433	3,476	3,590	3,750

Benchmark: 3,750 [7] (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)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
58% (366/629) Fall 2017 Cohort	58% (355/607) Fall 2018 Cohort	61% (358/591) Fall 2018 Cohort	66% (445/678) Fall 2018 Cohort	67%

Benchmark: 67% [8] (by 2023)

Objective 2.2: Engage in a college-wide, systematic 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*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
154 Certificates 800 Degrees	146 Certificates 839 Degrees	129 Certificates 947 Degrees	147 Certificates 947 Degrees	195 Certificates 1067 Degrees

Benchmark: 195 Certificates/1067 Degrees [9] (by 2025) (SBOE)

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*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
152 Certificates 736 Degrees	146 Certificates 795 Degrees	129 Certificates 861 Degrees	147 Certificates 876 Degrees	NA

Benchmark: NA [9] (See 2.2.1)

2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark

93%	90%	NA*	NA*	90%

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021
Benchmark: 90% [10] (by 2022)

STRATEGIC 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.

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: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
48% (386/805)	48% (435/914)	43% (339/785)	48% (484/1,012)	50%

Benchmark: 50% [11] (by 2023)

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: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
72% (198/276)	78% (203/261)	73% (185/255)	71% (155/214)	75%

Benchmark: 75% [11] (by 2023)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
34% (430/1,268)	41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	52%

Benchmark: 52% [11] (by 2023)

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: CSI) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
12% (473/4,094)	12% (456/3,947)	11% (478/4,321)	11% (467/4,416)	15%

Benchmark: 15% [12] (by 2023)

3.2.2 Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *Statewide Performance Measure*

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
27% (162/606) Fall 2015 Cohort	31% (193/629) Fall 2016 Cohort	35% (213/605) Fall 2017 Cohort	36% (210/591) Fall 2017 Cohort	42%

Benchmark: 42% [13] **(by 2025)**

3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) ***Statewide Performance Measure***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
15% (97/629) Fall 2016 Cohort	20% (123/605) Fall 2017 Cohort	22% (128/591) Fall 2017 Cohort	31% (208/677) Fall 2018 Cohort	NA

Benchmark: NA (See 3.2.2)

3.2.4 Median credits earned at graduation (Source: CSI) ***Statewide Performance Measure***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
77	75	74	74	69

Benchmark: 69 [14] **(by 2025)**

3.2.5 Non-CTE Transfer Rates (Source: CSI)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
53% (2014-2015 Graduates)	57% (2015-2016 Graduates)	63% (2016-2017 Graduates)	62% (2017-2018 Graduates)	65%

Benchmark: 65% [15] **(by 2025)**

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measures:

3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)

Metric	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Fall-to-Fall Retention	NA	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	55%
150% of Time Graduation	NA	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	25%

Benchmark: Fall-to-Fall Retention 55% by 2025; Graduation Rate 25% by 2025 [16]

STRATEGIC 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.

Performance Measures:

4.1.1 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
NA	**64%**	**59%**	**NA**	**TBD**

Benchmark: TBD [17]

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)

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
3.66	**4.39**	**4.41**	**4.39**	**3.0 or above**

Benchmark: 3.0 or above [18] **(by 2023)**

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:

[1] CSI 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. In the survey, 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 regularly participates in the survey 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. The college was unable to participate in the CCSSE during 2020 and 2021 due to the pandemic. The college will next administer this survey in the spring of 2023.

[2] In an attempt to measure lives impacted, the college tracks the number of individuals the college has served across all areas of the college including adult basic education, enrichment activities, credit-bearing coursework, and workforce development.

[3] The college has set a benchmark of an Early College growth rate that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho. This measure supports the Idaho State Board of Education's Goals II.A.VI (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VII (>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 65% by 2023 and the go on rate to 46.9% for all colleges by 2025. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

[5] This 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.VIII (>60% of HS graduates 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.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

[8] The 67% 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, and in line with Amarillo College (TX), one of CSI's established peer comparator institutions that is exemplary in this area. 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, FY21 data reflects Fall 2020 entry cohort.

[9] Benchmarks are set in cooperation with the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates. 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"). For more information on the CCSSE please see Note #1 above.

[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.B.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 trends in this area and several initiatives the college has undertaken to increase completion rates and aligns with the success rates shown at Hutchinson Community College (KS), one of CSI's established benchmark institutions. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate due to the availability of comparison data from peer institutions.

[14] 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 and aligns with the Idaho State Board of Education's Goal III.B.III (<69 credits).

[15] The college is working to better support students who intend to transfer after graduation. This is a new metric, and a benchmark is still being established. (Most recent data reflects an entry cohort five years prior to FY date. For example, FY21 data reflects fall 2017 entry cohort.)

[16] Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues with college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them.

[17] The college has participated in the Great Colleges to Work For survey in the past to assess employee satisfaction and issues of campus climate. Participation is expected to take place again in the spring of 2023, after which benchmarks will be established.

[18] 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.

ATTACHMENT 7

Alignment with Idaho State Board of Education 2023-2028 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.				

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	✓			

ATTACHMENT 8

Updated March 2022

College of Western Idaho
Strategic Plan FY2023 – 2027

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

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.~~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 credit students who persist from Fall to Spring~~term to term~~***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
72%	**70%**	**71%**	**76%**	**70%**	**>=72%**

Benchmark: *~~Term to term~~Fall to Spring persistence rates for all Fall first-time and transfer-in credit students will meet or exceed 72% by 2027. 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. Number of degrees/certificates produced annually (IPEDS Completions)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Degrees					
979	**962**	**906**	**956**	**951**	**>=1,000**
Certificates of at least 1 year					
219 (290 w/Gen. Ed awards)	**295** (434 w/Gen. Ed awards)	**324** (538 w/Gen. Ed awards)	**347** (1,286 w/Gen. Ed awards)	**332** (1,164 w/Gen. Ed awards)	**>=330**

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2027. 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 330 certificates by 2027. 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. Number of unduplicated graduates (IPEDS Completions)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Degrees					
890	**898**	**880**	**924**	**920**	**>=975**
Certificates of at least 1 year					
188 (259 w/Gen. Ed awards)	**227** (366 w/Gen. Ed awards)	**268** (481 w/Gen. Ed awards)	**287** (1,218 w/Gen. Ed awards)	**261** (1,090 w/Gen. Ed awards)	**>=275**

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2027. 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 2027. 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).*

ATTACHMENT 8

IV. Percentage of students completing 30 or more credits per academic year

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
3%	**4%**	**5%**	**4%**	**4%**	**>=85%**

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 5% by 2027. 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 150% of time (IPEDS Graduation Rates)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Fall Cohort 2014 12%	**Fall Cohort 2015 21%**	**Fall Cohort 2016 22%**	**Fall Cohort 2017 23%**	**Fall Cohort 2018 25%**	**>=26%**

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 2027. 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).*

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
Fall Cohort 2015 9%	**Fall Cohort 2016 12%**	**Fall Cohort 2017 13%**	**Fall Cohort 2018 14%**	**Fall Cohort 2019 16%**	**>=19%**

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 2027. 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.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
13%	**10%**	**11%**	**10%**	**Not Yet Available**	**1% annual 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

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
English: 70% **Math: 17%**	**English: 71%** **Math: 17%**	**English: 70%** **Math: 23%**	**English: 74%** **Math: 27%**	**English: 70%** **Math: 25%**	**English: 72%** **Math:** **>=~~25~~27%**

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 27~~25~~% for Math by 2027. 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

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
17%	**18%**	**24%**	**27%**	**31%**	**>=~~25~~33%**

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 33~~25~~% by 2027. 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

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
53%	**52%**	**51%**	**54%**	**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 2027 (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:

I. Increase success rates for students who enter CWI underprepared

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
English					
Fall: 69% **Spring: 75%** **Summer: 77%**	**Fall: 69%** **Spring: 74%** **Summer: 88%**	**Fall: 74%** **Spring: 74%** **Summer: 83%**	**Fall: 68%** **Spring: 72%** **Summer: 71%**	**Fall: 62%**	**>=~~80~~72%**

Benchmark (English): *By 2027, 72~~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).*

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 long-term economic and social impacts of 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.

North Idaho College

2023 - 2027
Strategic Plan

MISSION STATEMENT
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

I. Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey.* [CCM 257]

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	Benchmark
54.9% 2010-2011 cohort followed through August 31, 2018	48.6% 2011-2012 cohort followed through August 31, 2019	51.2% 2012-2013 cohort followed through August 31, 2020	51.6% 2013-2014 cohort followed through August 31, 2021	52%

Benchmark: 52% [1] (by 2026)

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
28.6% (278/971) 2017 High School Graduate Cohort	32.0% (349/1089) 2018 High School Graduate Cohort	27.1% (329/1216) 2019 High School Graduate Cohort	26.2% (322/1228) 2020 High School Graduate Cohort	35%

Benchmark: 35% [2] (by 2026)

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
50.8% (493/971) 2017 High School Graduate Cohort	51.8% (564/1089) 2018 High School Graduate Cohort	50.4% (613/1216) 2019 High School Graduate Cohort	47.1% (578/1228) 2020 High School Graduate Cohort	55%

Benchmark: 55% [3] (by 2026)

IV. Total number of degrees/certificates 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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
a) 98 b) 556 c) 690 Total Awards: 1344	a) 74 b) 604 c) 681 Total Awards: 1359	a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	a) 125 b) 630 c) 700

Benchmark: a) 125 b) 630 c) 700 [4] (by 2026)

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
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) 85 b) 629 c) 676 Total overall unduplicated count: 921	a) 110 b) 610 c) 700

Benchmark: a) 110 b) 610 c) 700 [5] (by 2026)

<u>Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.</u>

Performance Measures

I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
89.1% 2017-18 Graduates	87.9% 2018-19 Graduates	83.8% 2019-20 Graduates	Follow up in progress 2020-21 Graduates	90%

Benchmark: 90% [6] (by 2024)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
79.2% (13,022/16,452) Fall 2017	81.0% (13,459/16,614) Fall 2018	81.0% (12,854/15,873) Fall 2019	80.3% (11,777/14,666) Fall 2020	82%

Benchmark: 82% [7] (by 2025)

<u>Goal 1, Objective C: Promote programs and services to enhance access and successful student 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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	79.8% (604/757) Fall 19 to Spr 20	79.2% (568/717) Fall 20 to Spr 21	84%

Benchmark: 84% [8] (by 2024)

II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
53.3% (356/668) Fall 2017 cohort	55.0% (377/686) Fall 2018 cohort	56.1% (361/644) Fall 2019 cohort	61.7% (366/593) Fall 2020 cohort *(Preliminary)*	60%

Benchmark: 60% [9] (by 2026)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
35.9% (85/237) Fall 2017 cohort	32.6% (78/239) Fall 2018 cohort	35.4% (86/243) Fall 2019 cohort	38.5% (101/262) Fall 2020 cohort *(Preliminary)*	40%

Benchmark: 40% [10] (by 2026)

IV. Percent of undergraduate, degree/certificate-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	8.1% (283/3512)	10%

Benchmark: 10% [11] (by 2026)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
27.0% (169/625) Fall 2015 Cohort	25.4% (174/685) Fall 2016 Cohort	28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	30%

Benchmark: 30% [12] (by 2026)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
16.4% (112/685) Fall 2016 Cohort	20.2% (135/668) Fall 2017 Cohort	18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort (*preliminary*)	20%

Benchmark: 20% [13] (by 2026)

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 needs of the region.</u>

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
3.1% (7,235/234,845)	2.9% (6,900/240,202)	2.7% (6,586/245,861)	2.4% (6,098/253,227)	3.6%

Benchmark: 3.6% [14] (by 2025)

II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
2.1% (4,883/234,845)	2.3% (5,419/240,202)	1.8% (4,471/245,861)	1.9% (4,794/253,227)	3.0%

Benchmark: 3.0% [15] (by 2025)

III. Percent of undergraduate, degree/certificate-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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
25.2% (245/971) 16-17 cohort	22.6% (171/757) 17-18 cohort	24.5% (135/551) 18-19 cohort	26.1% (109/418) 19-20 cohort	25%

English

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
30.2% (116/384) 16-17 cohort	23.0% (90/392) 17-18 cohort	28.9% (81/280) 18-19 cohort	20.2% (54/268) 19-20 cohort	35%

Benchmark: Math 25%; English 35% [16] (by 2025)

IV. Percent of new degree/certificate-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
27.4% (433/1578) 15-16 cohort	29.1% (493/1695) 16-17 cohort	33.6% (575/1713) 17-18 cohort	33.9% (573/1689) 18-19 cohort	35%

Benchmark: 35% [17] (by 2025)

<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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
52.2 Spring 2015 * Top Schools 58.9	52.2 Spring 2017 * Top Schools 58.5	50.9 Spring 2019 * Top Schools 60.1	47.3 Spring 2021 Top Schools 60.7	50 (standardized benchmark mean)

Benchmark: Standardized Benchmark Mean of 50 [18] (by 2024)

* Survey administered every other year so data points do not line up with FY headers for these three years.

II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
46.4 Spring 2015 * Top Schools 59.8	44.2 Spring 2017 * Top Schools 58.4	48.6 Spring 2019 * Top Schools 60.9	42.2 Spring 2021 Top Schools 60.5	50 (standardized benchmark mean)

Benchmark: Standardized Benchmark Mean of 50 [19] (by 2024)

* Survey administered every other year so data points do not line up with FY headers for these three years.

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
89%	89%	81%	90%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [20] (by 2025)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
0.8:1.0 160 FT & 208 PT	0.8:1.0 161 FT & 210 PT	0.7:1.0 150 FT & 213 PT	0.8:1.0 144 FT & 173 PT	0.8:1.0

Benchmark: No less than 0.8:1.0 [21] (by 2025)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
$175,618	$180,950	$89,267	$59,345	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [22] (by 2025)

Note: FY20 and FY21 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.

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
98% (322/330)	96% (348/363)	98% (281/286)	96% (303/317)	90%

Benchmark: 90% [23] (by 2025)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
97%	99%	92%	98%	90%

Benchmark: 90% [24] (by 2025)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 020]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
7,093 (40.1% of total)	8,111 (41.4% of total)	7,721 credits (39.3% of total)	6,218 credits (33.5% of total)	35%

Benchmark: 35% [25]

II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 019]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
17,672 credits (18% of total)	19,594 credits (20% of total)	19,658 credits (21% of total)	18,534 credits (21% of total)	20%

Benchmark: 20% [26] (by 2025)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 017]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
2,036 (28% of total)	1,983 (29% of total)	1,970 (30% of total)	1,670 (27% of total)	25%

Benchmark: 25% [27] (by 2025)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP).* [CCM 258]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
23.1% 11,252/48,751 Fall 2017	23.4% 11,250/47,979 Fall 2018	24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	27%

Benchmark: 27% of total student credit hours is achieved [28] (by 2025)

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
76.4% White 12.2% Other 11.4% Unknown	78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [29] (by 2025)

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. S*ource: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
42.7% Spring 2015 * National Average 53.5%	38.4% Spring 2017 * National Average 55.1%	50.1% Spring 2019* National Average 56.2%	40.9% Spring 2021 National Average 57.3%	45%

Benchmark: 45% [30] (by 2024)

* Survey administered every other year so data points do not line up with FY headers for these three years.

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
No Data Collected	86%	88%	87%	90%

Benchmark: 90% of degree/certificate-seeking students [31] (by 2025)

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]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
24.5%	23.9%	23.1%	21.3%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2025)

II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
$3,360 NIC Percentile Score 68%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	$3,396 NIC Percentile Score 73%	75%

Benchmark: 75th percentile [33] (by 2024)

Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
($41,047)	$22,927	($130,011)	($90,281)	Annual direct costs maintained

Benchmark: Annual direct costs maintained [34] (by 2026)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

Performance Measures

I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards
Benchmark: By 2024

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	Benchmark
$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 $683,073/756,863 square feet	$0.90 per gross square foot

Benchmark: $0.90 per gross square foot [35] (by 2024)

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 set based on IPEDS data from comparator institutions combined with the desired level of achievement. Numbers for those comparator institutions range between 57.6% and 61.2%. Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years.

[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 03/02/2022. 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 03/02/2022. 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 prior to FY21 may not reflect what was previously reported to IPEDS.

[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 prior to FY21 may 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. This measure is currently under review due in part to methodology differences that exist between data collection processes. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only. Current cohort of FY21 students are in the process of completing follow-up surveys.

[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. FY21 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. FY21 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 students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. 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. FY21 numbers (Fall 2019 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/certificate-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 the standardized mean of benchmark scores. 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 the standardized mean of benchmark scores. 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. Counts include all active employees.

[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 and FY21 substantially lower than prior years 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. FY21 includes Radiography Technology, Medical Laboratory Technology, Medical Assistant, Physical Therapist Assistant, Registered Nursing, Practical Nursing, and Surgical Technology.

[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. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person.

[29] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison for prior year = 90% White, 8.2% Other, and 1.8% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2019). The Census Bureau has delayed the release of 2020 data, originally targeted for December 2021, as they are continuing to refine their methodology so that they can minimize the impact of non-response bias due to the COVID-19 pandemic.

[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 defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. 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. Percentages represent the weighted average of GEM 5 and GEM 6.

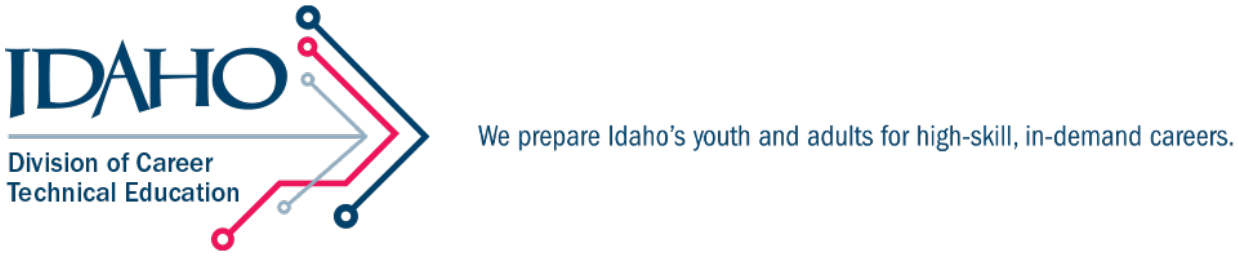
[32] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. FY21 decline due in part to CARES federal funding received.

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

[34] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide students and the North Idaho College campuses services that are not covered by tuition dollars and/or state fees. Cardinal Card Office, Parking Services, and Conference & Events were transferred to Campus Service Units in FY 20 and FY 21 and are not reported in this summary. FY21 reflects the continued financial impact of the COVID-19 pandemic. The associated enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY21 Revenues from Sales and Operational Expenses are markedly greater than FY20 due the accounting treatment caused by a switch to a Cost of Operations agreement with North Idaho College’s food service provider, Sodexo America LLC. Debt-service attaches to the Residence Hall (to be retired in FY22) and the Student Wellness & Recreation Center. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College.

[35] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

ATTACHMENT 10



Strategic Plan

FY2023-FY2027

ATTACHMENT 10

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.

Below objective moved from Educational Attainment Goal to Educational System Alignment Goal
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

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
26 of 52 = 50%	**35 of 54 = 65%**	**35 of 54 = 65%**		**100%**

Benchmark: Align 100 percent of programs by FY2025.[1]

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~~ respondents with the support and assistance provided by CTE.

Baseline data/Actuals: Initial Survey 2016

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
Survey not administered.	**3.78**	**3.47**		**Improvement**

Benchmark: Annual improvement in satisfaction levels.[2]

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~~Design and develop a career technical education data management system to encompass program and educator data.***
Baseline data/Actuals: 2022 development began

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
				Complete gap analysis

Benchmark: By ~~FY2022~~FY2024, ~~begin development of~~define required outputs of new data system.[3]

II. ***~~Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis~~.***
Secondary programs are visited for quality, performance and technical assistance.
Baseline data/Actuals: FY2022~~17~~ ~~Actual – Test data collected for each data element~~Resume program quality visits~~ resume~~.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
				100% over five years

Benchmark: All ~~pathway~~ secondary programs are subject to ~~an annual desk audit~~a visit on a ~~5 year~~5-year rotation.[4]

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.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
Expanded the number of performance measures and identified strategies to collect the data	**Measures expanded and defined**	**Used stakeholder feedback to develop Program Quality Measures. Piloted model.**		**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. Implement in FY2023. [5]

Objective D: *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 Skills Assessment (TSA).***

Baseline data/Actuals: Baseline ~~FY15~~ FY17 – ~~71.7~~56

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
67.2	**No assessment data due to COVID-19**	**65.6**		**68.0**

Benchmark: 68.0 pass rate by FY2023[6]

II. ***Positive placement rate of secondary concentrators.***

Baseline data/Actuals: Baseline FY15 – 94.1

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
95.0	**97.0**	**87.9**		**95**

Benchmark: Maintain placement rate at or above 95 percent.[7]

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

Baseline data/Actuals: Baseline FY16 – 0

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
26 of 52 = 50%	**35 of 54 = 65%**	**54 of 54 = 100%**		**100%**

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs[8]

IV. ***Number of programs that align with industry standards and outcomes.***

Baseline data/Actuals: FY2017 Actual - 37

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
52 of 52 = 100%	**52 of 54 = 96%**	**54 of 54 = 100%**		**100%**

Benchmark: Align 100 percent of programs by FY2023[9]

GOAL 2

~~WORKFORCE~~ EDUCATIONAL READINESS- ~~The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.~~Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

Objective A: *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

Performance Measures:

I. ***The percent of Workforce Training students who complete their short-term training.***

Baseline data/Actuals: FY2018 – Identify Baseline

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
89	**92**	**90**		**90**

Benchmark: 90 percent average completion [10]

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

Performance Measures:

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

Baseline data/Actuals: FY2016 – 23

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
35	**29**	**22**		**43**

Benchmark: By FY2022, 43% of AE students make measurable progress. [11]

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

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

Baseline data/Actuals: FY 2016 – 89

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
64	**66**	**58**		**67**

Benchmark: 67% positive outcome rate annually. [12]

~~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~~

~~**FY19** (2018-2019)~~	~~**FY20** (2019-2020)~~	~~**FY21** (2020-2021)~~		~~**Benchmark**~~
~~**44,629**~~	~~**36,453**~~			~~**25,000**~~

~~**Benchmark: Maintain an average of 25,000 contact hours annually.**~~

GOAL ~~2~~3

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

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

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
62.3	**69.7**	**79.1**		**65**

Benchmark: 65 placement rate by FY2024[13]

II. ***Positive placement rate of postsecondary program completers.***
Baseline data/Actuals: Baseline FY15 – 84.7

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
94.7	**94.9**	**93.0**		**95**

III. **Benchmark: Maintain placement rate at or above 95 percent**[14]***The percent of secondary CTE concentrators who transition to postsecondary education.***
Baseline data/Actuals: Baseline FY17 – 35.5

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
41.0	**44.4**	**49.0**		**60**

Benchmark: 60 percent by FY2024 [15]

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 objectives.

[1] Based on current rate of program alignment. Delays in program alignment efforts due to COVID-19.
[2] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.
[3] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.
[4] Based on IDCTE goal to improve program assessment process~~ and 2018 legislative request for incentive funding~~.
[5] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.
[6] Federally negotiated benchmark.
[7] Based on IDCTE goal to ensure high placement rates for CTE programs.
[8] IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.
[9] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
[10] Based on goal to ensure ~~positive placement~~high completion rate for short-term training ~~at the postsecondary level~~ and to better meet workforce needs by increasing the talent pipeline.
[11] Federally negotiated benchmark. FY23 targets are negotiated and approved after Strategic Plan deadline. Results lower due to COVID-19.
[12] Based on goal of continuing current outcome rates. Results lower due to COVID-19.~~Statewide totals (FY18) are missing NIC data due to staff vacancies.~~

[13] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. NIC data was not included in FY21 due to new reporting system.
[14] 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.
[15] 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.

~~**Cybersecurity Plans**~~
~~The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.~~

~~**Red Tape Reduction Act**~~
~~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.~~

Idaho State Department of Education

Strategic Plan

FY2023 – 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.

GOALS

1. Ensure all Idaho children are reading at grade level by the third grade.
2. All Idaho students persevere in life and are ready for college and careers.
3. Collaborate with all Idaho education stakeholders to support student progress and achievement.
4. Idaho attracts and retains great teachers and leaders.

GOAL 1

Ensure all Idaho children are reading at grade level by the third grade.

Objective A: Implement a Kindergarten screener to assess readiness

As students begin their education, it is critical to identify their readiness for school and remediatepotential obstacles. A comprehensive screener can provide actionable data on a student's educational, soft skills, and emotional development. Tailored instruction and support based on the screener results can ameliorate obstacles to learning and support long-term educational success.

Specific projects associated with this strategy include:

- Conduct background research and benchmark analysis on existing screener options.
- Summarize costs, benefits, and logistical implications for potential Kindergarten screeneroptions, including the expansion of existing programs and the acquisition of new tools.
- Institute new contract (whether amendment to existing vendor agreement, sole source, or

RFP) for most appropriate screening option.
- Develop training and implementation plan for chosen Kindergarten screener.
- Implement new Kindergarten screener.

Performance Measures:

I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Goal 1 Ensure all Idaho children are reading at grade level by the third grade.						
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2021/22 School Year data is available.		*2017-18 School Yr.*	*2018-19 School Yr.*	*2019-20 School Yr.*	*2020-21 School Yr.*	
	Actual	*72.4%*	70.4%	NA	65.9%	
	Benchmark	*NA*	*NA**	*TBD*	*TBD*	

GOAL 2
All Idaho students persevere in life and are ready for college and careers

Objective A: Provide ongoing support for implementation of the Idaho Content Standards

Idaho Content Standards "represent the expectations for what students should know and be ableto do by the end of each grade." (IDAPA 08.02.03.007 14 Definitions A-G) Implementation support begins with a regular standard review process to confirm that Idaho hasthe best standards for teaching and learning followed by professional development for stakeholders to ensure appropriate implementation and curricular review to provide guidance to schools and districts in choosing appropriate materials. In addition, formative and summativeassessment tools should be built to support and assess student learning outlined in the standards.

These activities support teachers and districts, driving teaching, learning, and assessment through the expectations of the standards as set into IDAPA.

Specific projects associated with this strategy include:
- Standards Review - Every 6 years teams of teachers, administrators, parents, and communitymembers review standards in each content area and suggest appropriate changes to the to the State Board of Education to be presented to the legislature for administrative rules.
- Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific

- Assessment support to teachers and districts showing alignment of standards and assessments as well as the use of assessment tools as learning tools.
- Capacity Builders support schools to improve teaching and learning through school-wide implementation of best practices as measured through state assessments.

Performance Measures:

II. Fully Implement the Idaho Content Standards

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
II. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.		***2017-18 School Yr.***	***2018-19 School Yr.***	***2019-20 School Yr.***	***2020-21 School Yr.***	
	Actual	*72.4%*	70.4%	NA	65.9%	
	Benchmark	*NA*	*NA**	*TBD*	*TBD*	

II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test		***2017-18 School Yr.***	***2018-19 School Yr.***	***2019-20 School Yr.***	***2020-21 School Yr.***	
	3rd Grade ELA[15] Actual	**50.5%**	**50.7%**	NA	47.9%	
	3rd Grade ELA[16] Benchmark	*58.2%*	*60.8%*	*63.4%*	*66.1%*	
	3rd Grade Math[15] Actual	**52.9%**	**53.3%**	NA	48.1%	
	3rd Grade Math[16] Benchmark	*48.1%*	*51.3%*	*54.6%*	*57.8%*	
	8th Grade ELA Actual	**54.7%**	**54.4%**	NA	56.4%	
	8th Grade ELA Benchmark	*58.2%*	*60.8%*	*63.4%*	*66.1%*	
	8th Grade Math Actual	**42.1%**	**41.5%**	NA	36.8%	
	8th Grade Math Benchmark	*48.1%*	*51.3%*	*54.6%*	*57.8%*	
	High School ELA Actual	**60.6%**	**60.4%**	NA	61.0%	
	High School ELA Benchmark	*58.2%*	*60.8%*	*63.4%*	*66.1%*	
	High School Math Actual	**34.2%**	**34.7%**	NA	33.6%	
	High School Math Benchmark	*48.1%*	*51.3%*	*54.6%*	*57.8%*	

Objective B: Ensure funding is strategically aligned to benefit students

The Public School appropriation and statutory language determines how funding is distributedand utilized in Idaho's public schools. The State Department appropriation

determines the resources available to provide services to support Idaho's public schools. The appropriation process begins with the Public School budget request and a State Department budget request. The steps outlined below will help ensure the needs of public schools are made known.

Specific projects associated with this strategy include:

- Work with the executive team to facilitate the inclusion of student-focused priorities in bothThe Public School and State Department of Education budget requests submitted annually.
- Ensure the budget facilitation process with each program includes discussions about measuring the return on investment for their requests.

Performance Measures:

III. Revenue and Expenditures

Revenue	FY 2018[1]	FY 2019[2]	FY 2020[3]	FY 2021[4]
General Fund	1,685,262,200	1,785,265,900	1,879,414,900	1,886,178,500
Federal Grant	230,722,600	224,890,900	225,794,800	432,478,700
Dedicated Fund	91,638,500	91,901,500	104,924,600	105,608,400
Total	**2,007,513,300**	**2,101,058,300**	**2,210,124,300**	**2,424,265,600**
Expenditure	**FY 2018[5]**	**FY 2019[6]**	**FY 2020[7]**	**FY 2021[8]**
Personnel Costs	0	0	0	0
Operating Expenditures	12,725,900	12,777,300	10,834,200	10,378,800
Capital Outlay	1,200	0	0	0
Trustee/Benefit Payments	2,016,453,300	2,103,946,400	2,231,638,500	2,444,121,200
Total	**2,028,979,700**	**2,116,723,700**	**2,242,472,700**	**2,454,500,000**

GOAL 3

Collaborate with all Idaho education stakeholders to support progress and achievement

Objective A: Provide targeted support for identified districts to accelerate growth

The Idaho Consolidated State Plan describes Idaho's accountability system for identifying schoolsin improvement based on the requirements under the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). Although the Idaho Department of Education has many systems, processes, and supports in place for Idaho's underperforming schools across departments, this strategy will improve support to schools through a collaborationbetween the Federal Programs and the Content and Curriculum departments. Currently, the Idaho Building Capacity project capacity builders and the content coaches work in isolation of one another. Through strategic planning to unite the work of the capacity builders and content coaches, this strategy will significantly strengthen targeted support in improving achievement foridentified schools.

Specific projects associated with this strategy include:

- Co-draft a proposal to unite the content coaches (classroom capacity builders) into the IdahoCapacity Building (IBC) project.
- Obtain approval to move forward with the proposal plan.
- Involve the university IBC regional coordinators, school improvement coordinator, math coordinator, ELA coordinator and the directors of Federal Programs, Content and Curriculum, and Assessment & Accountability to implement the Plan Components of the proposal.
- Develop a communication plan to 1) notify the IBC university partners and the current ELA and math coaches/specialists of the SDE's shift in supporting schools, and 2) to roll out the new support system.
- Strengthen the Idaho Mastery Education Network

Idaho Mastery-Based Education defines a learning environment where students are empowered,competencies are demonstrated, learning is personalized, and mastery is recognized. Through our work on school culture, curriculum and assessment, instruction, and policy, we create practices and systems of Mastery-Based Education that support all students in meeting rigorous outcomes, defined by competencies, standards, and goals for our learners.

Specific projects associated with this strategy include:

- Develop a communication plan to "provide ongoing statewide outreach and communicationsto increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and
policymakers;"
- Enhance the efforts of the Idaho Mastery Education Network (IMEN) through the creation of Mastery Advisory Groups (MAGS) with the specific purpose of fulfilling the specific goals outlined in statute.
- Develop an evaluation plan to measure student progress and implementation of mastery efforts throughout the state.
- Create a plan that promotes the awareness and use of the Idaho College and Career Readiness Competencies at all levels of implementation.

Performance Measures:

IV. Expand participation in the Idaho Mastery Education Network (IMEN).

		2017-18 School Yr.	*2018-19 School Yr.*	*2019-20 School Yr.*	*2020-21 School Yr.*	

IV. Percentage of students in IMEN that meet their 3-year growth target in ELA and Math^	**IMEN Cohort 1 ELA Actual**	**62.0%**	**62.1%**	NA	NA	
	ELA Benchmark	*64.4%*	*65.4%*	*NA*	*>State Average*	
	IMEN Math Cohort 1 Actual	**45.5%**	**46.4%**	NA	NA	
	Math Benchmark	*53.8%*	*54.2%*	*NA*	*NA*	

^Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

GOAL 4
Idaho attracts and retains great teachers and leaders

Objective A: Align programs within the department to support educators

Provide ongoing, relevant, and actionable professional development that aligns, supports, andprovides guidance for all Idaho Content Standards. Provide curriculum reviews that support thestandards and help schools and districts in choosing appropriate materials. Classroom CapacityBuilders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools to ensure appropriate implementation and help support and guide teaching and learning.

Specific projects associated with this strategy include:

- Classroom Capacity Builders in ELA, Science, and Math will work with teachers, schools, anddistricts to provide professional development to help ensure appropriate implementation ofthe standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific Coaches to extend to all content areas. Regional Learning Centers could also lead and facilitate a statewide mentorship program for first - third year teachers.
- Curriculum coordinators in partnership with educators to continue to provide content specificprofessional development that helps support the Idaho Content Standards.
- Curriculum Review and Implementation facilitated by the Content and Curriculum Team to provide guidance to schools and districts in choosing appropriate materials that help supportthe Idaho Content Standards.
- MTSS Support Team: Members from SDE departments who help give guidance and supportfor MTSS plans in districts.

Performance Measures:

V. Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service

		2017-18 School Yr.	***2018-19 School Yr.***	***2019-20 School Yr.***	***2020-21 School Yr.***	

V. Teacher Retention Rate	**Actual**	89.02%	88.23%	89.29%	90.8%	
	Benchmark	92.%	92.%	92.%	92%	

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.

[1] Revenues and expenditures, FY2017 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018,
[1] Revenues and expenditures, FY2018 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019,
[1] Revenues and expenditures, FY2019 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020,
[1] Revenues and expenditures, FY2020 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021,
[1] Revenues and expenditures, FY2017 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018,
[1] Revenues and expenditures, FY2018 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019,
[1] Revenues and expenditures, FY2019 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020,
[1] Revenues and expenditures, FY2020 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021,

[1]Historical Fall Enrollment of Charter Schools by Grade by Year http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls,

[1] Historical Fall Enrollment/Membership by Grade for Idaho Public Schools http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx,

[1]2017-2018 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx,

[1]2018-2019 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx,

[14] 2019-2020 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx,

[15] Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at https://idahoschools.org/.

[16] Goals are not set at specific grades but derived using the same methodology https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx.

[17] 2017 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf,

[18] 2018 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf,

[19] 2019 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf

[20] The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.

[21] Four-Year Graduation Rate https://idahoschools.org/state/ID/graduation,

[22] Accountability Results – Graduation Rate https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx

[23]: 2020-2021 Statewide Certificated Staff Salary Public School Finance Report Public School Finance / Departments / SDE (idaho.gov)

ATTACHMENT 12

Idaho Division of Vocational Rehabilitation

FY2023 - 2027

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 (PY) 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 2023 through 2027.

This is the fifth 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 mission statement reflects 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 indicators (measures). Negotiations to establish benchmarks for all performance indicators will take place prior to State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPI), except Measure Skill Gains, are lagging indicators. The Division is aligning all PPI data for SY2021 and forward with RSA's defined cohort periods for the respective state years, which allows the Division to report complete data.

ATTACHMENT 12

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.

ATTACHMENT 12

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)

SY2018	SY2019	SY2020	SY2021	Benchmark
1180	885	1012	1210	≥ 1210

Benchmark: Greater than or equal to 1210 for SY23 [1]

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2018	SY2019	SY2020	SY2021	Benchmark
856	738	586	496	≥ 496

Benchmark: Greater than or equal to 496 for SY23 [2]
Note: The reduction in youth applications is likely 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.

SY2018	SY2019	SY2020	SY2021	Benchmark
81%	81.67%	81.67%	77.77%	≥ 60%

Benchmark: Greater than or equal to 60% for SY23 [3]
Note: Data for SY2021 reflects RSA's cohort period 7/1/2019 - 6/30/2020. The Division is considering updating the benchmark for SY2024 strategic plan.

Performance Measure 2.2: For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2018	SY2019	SY2020	SY2021	Benchmark
70.9%	74.2%	76.13%	67.56%	≥ 50%

Benchmark: Greater than or equal to 50% for SY23 [4]

Note: Data for SY2021 reflects RSA's cohort period 1/1/2019 – 12/31/2019. The Division is considering updating the benchmark for SY2024 strategic plan.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2018	SY2019	SY2020	SY2021	Benchmark
3	3	2	0	8 Regions (100%)

Benchmark: All 8 Regions [5] (by SY23)
Note: Customized Employment stalled in SY20. COVID has impacted efforts to successfully launch a new pilot in SY22 and will also likely have a similar impact in SY23.

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.

SY2018	SY2019	SY2020	SY2021	Benchmark
74%	68%	70.5%	70.8%	≥ 85%

Benchmark: Greater than 85% for SY23 [6]

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 Primary Performance Indicators (PPI).

Performance Measure	SY2018	SY2019	SY2020	SY2021	Benchmark
1. Employment Rate – 2nd Qtr after Exit	55.0%	60.4%	60.4%	60.2%	≥ 65%
2. Employment Rate – 4th Qtr after Exit	53.1%	58.2%	57.4%	58.2%	≥ 55%
3. Median Earnings – 2nd Qtr after Exit	$3888	$4075	$4025	$4904	≥ 4680 per quarter
4. Credential Attainment	26.0%	33.1%	30.4%	41.9%	≥ 22%
5.Measurable Skill Gains	25.9%	35.3%	51.2%	55.7%	≥ 41%

Benchmark: All benchmarks will be negotiated with RSA prior to SY2023. Current benchmarks for PPI's 1- 4 are proxies used by the Division until formal negotiated benchmarks can be established with RSA. [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]]

PPI 5 benchmark was negotiated with RSA in PY19 for PY20 (38.5%) and PY21 (41.0%) and will be adjusted based on actual performance and applying a statistical adjustment model.[11]

Note: Data for SY2021 for PPI's 1 and 3 above reflects RSA's cohort period 7/1/2019-6/30/2020. Data for SY2021 for PPI's 2 and 4 above reflects RSA's cohort period 1/1/2019 – 12/31/2019.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2018	SY2019	SY2020	SY2021	Benchmark
87.1%	80.1%	80.3%	80.7%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY23 [12]

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.

SY2018	SY2019	SY2020	SY2021	Benchmark
43%	42.5%	43.13%	44.35%	≥ 30%

Benchmark: Greater than or equal to previous year in SY23[13.] The Division is considering updating the benchmark for SY2024 strategic plan.

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.

SY2018	SY2019	SY2020	SY2021	Benchmark
37.2%	42.9%	42.20%	43%	≥ 50%

Benchmark: Greater than or equal to 50% for SY23 [14]
Note: Data for SY2021 reflects RSA's cohort period 1/1/2019 – 12/31/2019.

ATTACHMENT 12

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with 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.

SY2018	SY2019	SY2020	SY2021	Benchmark
819	764	703	616	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY23 [15]
Note: The reduction in the number of individuals served is likely attributed to the impact of COVID.

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2018	SY2019	SY2020	SY2021	Benchmark
0	0	0	0	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY23 [16]

ATTACHMENT 12

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

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

Mission

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

Vision

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

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

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

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2018	FY2019	FY2020	FY2021	Benchmark
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	59 Library loans 40 pkgs of info 166 FB posts 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 SY23 [17]

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.

FY2018	FY2019	FY2020	FY2021	Benchmark
89	89	89	51	Presentations delivered

Benchmark: 51 or more presentation delivered in SY23 [18]

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).

FY2018	FY2019	FY2020	FY2021	Benchmark
14	64	48	48	Present to various local, state & federal agencies

Benchmark: Present at 48 or more local, state and federal agencies in SY23 [19]

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.

FY2018	FY2019	FY2020	FY2021	Benchmark
1,160 calls	2,456 calls	5,777 calls	7,173 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY23 [20]
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.

FY2018	FY2019	FY2020	FY2021	Benchmark
Met	Met	Met	Met	Continued work with mental health personnel

Benchmark: Meet goal in SY23 [21]

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.

FY2018	FY2019	FY2020	FY2021	Benchmark
Met	Met	Met	Met	Facilitate meetings with various agencies and

Benchmark: Meet goal in SY23 [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.

FY2018	FY2019	FY2020	FY2021	Benchmark
150 ADA Issues	168 ADA Issues	172 ADA Issues	160 ADA issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY23 [23]

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

1. Objective: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

FY2018	FY2019	FY2020	FY2021	Benchmark
Completed	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Complete for SY23 [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 lower wages as compared to other Idaho state agencies as well as neighboring states and employers are all competitng for the same human talent.~~.~~ 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, offering recruitment and retention bonuses. 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 continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities ~~have~~ continue to ~~historically~~ experience~~d~~ 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 replaced~~s~~ 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 has require~~ds~~ IDVR to implement substantial programmatic changes. These changes have had ~~will~~ an impact on 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 continues~~will result in an agency which is~~ to shift~~ing not only~~ the population ~~it~~ served~~s~~ but also ~~is~~ serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal Primary Performance Indicators (PPI's)~~performance measures~~ identified in this strategic plan continue to improve ~~present a high degree of error that will diminish~~ as IDVR completes its transition to business as usual under WIOA~~,~~ and as data matures.~~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 will negotiate~~d one performance measure with~~ benchmarks with Rehabilitation Services Administration before the beginning of SY 2023.~~; Measurable Skill Gains.~~ Additionally, almost all of the ~~new~~ PPI's~~performance measures~~ are lagging indicators, several lag by more than one full year.

EVALUATION PROCESS

The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval takes into consideration performance measure progress reported to the Board in the October meeting.

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, 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.

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

[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.

ATTACHMENT 13

FY 2023-2027
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:

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

Performance Measures:
I. Number of DTV translators.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
47	47	46	46		46

Benchmark: 46 (by FY 2027)[1]

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
98.8%	98.8%	98.8%	98.8%		98.9%

Benchmark: 98.9% (by FY 2027)[2]

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

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark

40	**49**	**41**	**55**		**45**

Benchmark: 55 (by FY 2027)[3]

~~Objective C: 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** (2016-2017)~~	~~**FY18** (2017-2018)~~	~~**FY19** (2018-2019)~~	~~**FY20** (2019-2020)~~	~~**FY21** (2020-2021)~~	~~**FY22 Benchmark**~~
~~**97.6%**~~	~~**99.9%**~~	~~**99.9%**~~	~~**99.9%**~~		~~**100%**~~

~~Benchmark: 100% (by FY 2026)[4]~~

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

Performance Measures:
I. Number of visitors to our websites.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23 Benchmark**
1,584,947	**2,263,398**	**1,635,238**	**1,979,811**		**1,200,000**

Benchmark: 1,200,000 (by FY 2027)[4]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23 Benchmark**
128,877	**230,522**	**504,332**	**915,331**		**1,200,000**

Benchmark: 1,400,000 (by FY 2027)[5]

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

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23 Benchmark**
11	**11**	**12**	**13**		**14**

Benchmark: 16 (by FY 2027)[6]

Objective D: 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.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23 Benchmark**
35,095	**25,480**	**24,853**	**24,918**		**25,000**

Benchmark: 25,000 (by FY 2027)[7]

Objective E: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
12,624	**11,755**	**11,947**	**12,329**		**13,000**

Benchmark: 13,000 (by FY 2027)[8]

Objective F: Provide relevant Idaho-specific information.

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
1,509	**1,986**	**1,393**	**2,431**		**2,000**

Benchmark: 2,000 (by FY 2027)[9]

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

Performance Measure:
Number of awards for IdahoPTV media and services.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
56	**57**	**68**	**81**		**60**

Benchmark: 60 (by FY 2027)[10]

Objective H: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
22	**21**	**18**	**18**		**<24**

Benchmark: Less than 24 (by FY 2027)[11]

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
Yes/Yes/Yes	**Yes/Yes/Yes**	**Yes/Yes/Yes**	**Yes/Yes/Yes**		**Yes/Yes/Yes**

Benchmark: Yes/Yes/Yes (by FY 2027)[12]

~~III. Work toward implementation of the Center for Internet Controls.~~

~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2018-2019)~~	~~FY20 (2019-2020)~~	~~FY21 (2020-2021)~~	~~FY22 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.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
*	*	**101**	**58**		**100**

Benchmark: 140 (by FY 2027)[13]
*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 Benchmark
*	*	**7,137**	**9,997**		**8,200**

Benchmark: 9,000 (by FY 2027)[14]
*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. Idaho Public Television ranks in the top one-third of PBS stations nationwide for overall donor revenue and donor retention. Average contribution per donor is $183.00 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets.

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.

Aging Equipment – Much of the equipment in our statewide broadcast network has been depreciated and the expected lifespan has been surpassed. A long-range plan and funding strategy must be developed in order to continue serving the citizens of Idaho with content they expect, coverage of state government with Idaho in Session, and statewide emergency alerts.

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 28 directors and 12 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS 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.

ATTACHMENT 13

Idaho Public Television has been 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 conducted research on the impact these education initiatives have had on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Surveys have been conducted and 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.

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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.
4. 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.
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 an analysis of historical trends combined with desired level of achievement.

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 industry standard combined with desired level of achievement.
11. Benchmark is based on industry standard combined with analysis of workforce needs.
12. Benchmark is based on industry standard of best practices.
13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
14. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

ATTACHMENT 13a

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	***Goal 2: EDUCATIONAL READINESS***	***Goal 3: EDUCATIONAL ATTAINMENT***	***Goal 4: WORKFORCE READINESS***	***Goal 5:***
Institution/Agency Goals and Objectives					
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: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓				
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓				
~~Objective C: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.~~	~~✓~~				
Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓				
Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓				

ATTACHMENT 13a

Objective E: Contribute to a well-informed citizenry.	✓				
Objective F: Provide relevant Idaho-specific information.	✓				
Objective G: Provide high-quality, educational television programming and new media content.	✓				
Objective H: Operate an effective and efficient organization.	✓				
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.		✓			
GOAL 3: EDUCATIONAL ATTAINMENT – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					

ATTACHMENT 13a

GOAL 4: WORKFORCE READINESS – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					

ATTACHMENT 14

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN 2022 – 2026 (FY2023 – 2026)

ATTACHMENT 14

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2022-2026(FY 2023 – 2026)

MISSION STATEMENT
The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT
The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT
We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

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

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

Performance Measures:
I. Amount of grant funding received per year.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
$17.8M	**$17.4M**	**$17.2M**	**$36.1M**	**$39M**

Benchmark: Benchmark for FY25 of $34.3 million in grant funding was reached. New benchmark represents an 8% increase[1].

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

Performance Measures:

I. Number of technical publications generated/revised.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
133	**147**	**157**	**176**	**240**

Benchmark: Increase the number of technical publications to 240 by 2026[2].

GOAL 2

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

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

Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
405,739	**425,128**	**440,793**	**220,402**	**430,000**

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2026[3].

II. Number of Youth Participating in 4-H

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
70,122	**72,688**	**73,478**	**51,846**	**75,000**

Benchmark: 75,000 participants in 4-H[4]

[1] The goal of $135 million in research expenditures for AERS by 2025 was reached. Therefore, the goal to be reached in 2026 was extended another 8%.
[2] To attain the goal of 240 technical publications, AERS will need to increase output of 5% annually over the average output for the past 4 years.
[3] To attain the University of Idaho Extension goal of 430,000 by 2026, AERS will need to increase the direct teaching contacts by an average of 6% over the contacts for the past year.
[4] To attain the goal of 75,000 youth participating in 4-H by 2026, AERS will need to increase by 9% annually.

III. Educational and Research Web Traffic and Views of U of I Extension

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
562,769	**707,267**	**832,352**	**840,362**	**1,000,000**

Benchmark: 1,000,000 views of U of I Extension on-line materials[5]

Key External Factors

- COVID-19 impacted engagement significantly in FY21.
- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research-based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process

The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

[5] To attain the goal of 1,000,000 on-line views by 2026, AERS will need to increase by 4% annually.

ATTACHMENT 15

University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN

FY2023-FY2027

ATTACHMENT 15

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest, Forest and Seedling Nursery, and Mica Creek Watershed Project through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

I. ***Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019**	**FY20 (2019-2020)**	**FY21 (2020-2021)**	**FY22 (2021-2022)**	**Benchmark**
46 participants	**48 participants**	**51 participants**	**52 participants**	**52 participants**	**54 participants**	**20% growth**

Benchmark: *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.*[1] (BY FY2024)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**FY22 (2021-2022)**	**Benchmark**
23 courses	**24 courses**	**25 courses**	**26 courses**	**26 courses**	**28 courses**	**15% growth**

Benchmark: *Number of courses using FUR funded projects, facilities or equipment during instruction.*[2] (BY FY2024)

Objective B: *Emphasize scholarly and creative outputs that reflect our research-extension and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.*

Performance Measures:

I. An accounting of products (e.g., research reports, economic analyses, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**FY22 (2021-2022)**	**Benchmark**
31 products	**32 products**	**33 products**	**34 products**	**34 products**	**34 products**	**15% growth**

Benchmark: *Numbers and types of products and services delivered and stakeholders serviced.*[3] (BY FY2024)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019**	**FY20 (2019 – 2020)**	**FY21 (2020 – 2021)**	**FY22 (2021-2022)**	**Benchmark**
13 referred articles	**14 referred articles**	**15 referred articles**	**16 refereed articles**	**16 refereed articles**	**16 refereed articles**	**25% growth**

Benchmark: *Number of peer reviewed reports and referred articles produced using FUR funding, facilities or equipment.*[4] (BY FY2024)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

I. ***Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.***

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018 - 2019**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**FY22 (2021-2022)**	**Benchmark**
New measure	**1,100 participants**	**1,750 participants**	**1,850 participants**	**1,850 participants**	**1,850 participants**	**50% growth**

Benchmark: Number of external participants served.[5] (BY FY2024)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

I. ***New funding sources from external granting agencies, private and public partnerships and other funding groups.***

Baseline data/Actuals:

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19 (2018-2019)**	**FY20 (2019-2020)**	**FY21 (2020 – 2021)**	**FY22 (2021-2022)**	**Benchmark**
13 new projects	**14 new projects**	**15 new projects**	**16 new projects**	**16 new projects**	**17 new projects**	**25% growth**

Benchmark: *Number of new research projects leveraged using external funding.*[6] (BY FY2024)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest, Research Nursery, and Mica Creek Watershed Project to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

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[1] Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

[2] Based on College and program goals to enhance coordination of course offerings and research.

[3] Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

[4] Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

[5] New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

[6] Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

ATTACHMENT 15

Appendix 1

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	*Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT*	*Goal 3: DATA-INFORMED DECISION MAKING*	*Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM*
Institution/Agency Goals and Objectives				
GOAL 1: SCHOLARSHIP and CREATIVITY ***Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.***				
Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship	✓		✓	✓
Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT ***Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.***				
Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT ***Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)***				
Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.		✓	✓	

ATTACHMENT 16

University of Idaho

STRATEGIC PLAN
FY2023 - FY2027

The Idaho Geological Survey (IGS) is a non-regulatory state agency that leads in the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

MISSION STATEMENT

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

VISION STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Statutes, Title 47, Chapter 2 provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the IGS. The Statutes specify the authority to conduct investigations, establish cooperative projects, and seek research funding. The IGS publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the public, governmental agencies, elected officials, educational institutions, civic and professional organizations, and the mining, energy, agriculture, utility, construction, insurance, and banking industries. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Statute 33-2505).

Objective A: Develop and publish survey documents

Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

I. Number of Published Reports on Geology/Hydrogeology/Geohazards/Mineral & Energy Resources.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
11	**11**	**18**		**11**

Benchmark: The number ~~and scope~~ of published reports will be scaled to the number of permanent research staff by a factor of 1.5, ~~equal to or greater than the last full fiscal year reported~~, given comparable scope ~~and staffing levels~~of each publication (currently 7 permanent research staff).~~[1]~~

Objective B: Deliver statewide geologic information and products via website

Create and deliver IGS products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

I. Number of website viewers.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
137,863	**278,919**	**21,388**[1]		**120,000**

Benchmark: The number of website viewers (excluding robot searches) will be equal to or greater than the last full fiscal year reported.[2~~3~~]

II. Number of website products used or downloaded.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
-------[3]	-------[3]	**5,621**[1]		**32,000**

Benchmark: The number of website products used or downloaded will be equal to or greater than the last full fiscal year reported.[~~1~~,2~~3~~]

Objective C: Sustain Idaho State Documents Depository Program and GeoRef Catalog (International)

Deliver all IGS products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

I. Percentage of Survey documents available through these programs.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
~99%	**~99%**	**~99%**		**~99%**

Benchmark: All newly published IGS documents will be made available through these programs.[4~~5~~]

Objective D: Sustain voluntary compliance

Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

I. Percentage of published Geologic Maps that are uploaded to the national website depicting detailed geologic mapping in Idaho.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
100%	**100%**	**100%**		**100%**

Benchmark: All geologic maps that are published at the IGS each year will be uploaded to this website.[4~~5~~]

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping

Sustain and enhance geological mapping and study areas of particular interest including those with economic potential and geohazard concerns.

Performance Measures:

I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
38.2%	**38.2%**	**38.7%**		**39.2%**

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.[5~~7~~]

Objective B: Sustain and build external research funding

Sustain and build existing state and federal funding sources to maintain research objectives for the IGS and d~~. D~~evelop new sources of funding from private entities ~~such as oil and gas, mining, and geothermal energy companies~~ that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. **~~Increase~~ Maintain externally funded grant and contract dollars to support IGS mission. ~~with a focus of securing new sources of funding from the private sector.~~**

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
$396,556	**$639,902**	**$662,366**		**$500,000**

Benchmark: ~~Increase~~ Maintain external~~ly~~ ~~funded~~ grants and contracts funding level in line with ~~dollars compared to~~ a 150% variation of the previous five-year average ~~value~~.[6~~7~~]

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

I. **Number of educational programs provided to public and private schools and the public at large.**

FY19 (2018-	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021-2022)	**Benchmark**
18	**48**	**30**		**18**

Benchmark: The number of educational and public presentations will be scaled to the number of permanent research staff by a factor of 2.5 (currently 7 permanent research staff).[7] ~~equal to or greater than the last full fiscal year reported.[79]~~

Key External Factors
Funding:
Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to competitive federal funding, and some federal programs require a state match.

Consistent state funding is critical given the Survey's commitments to provide deliverables that include digital geologic maps, reports on mineral exploration, oil and gas exploration, water resource assessment, and geologic hazards (seismic and slope stability), along with archiving older, unpublished mining records.

With the assistance of the Survey's Advisory Board, we are receiving valuable advice, as we seek partnerships with state and private entities to produce non-proprietary products accessible through the Survey's website.

Demand for services and products:
Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the IGS:

- Increase public outreach and promote the state's resource-based economy.
- Implement an interdisciplinary geologic study of the Treasure Valley region that will connect surface geologic mapping, oil and gas subsurface work, hydrogeology, and geologic hazards.
- Build a functional hazards program that will coordinate with the Idaho Office of Emergency Management and other agencies to focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.
- Coordinate with various surface water and groundwater data collection and administrative agencies to assess watersheds in focus areas of the state and increase outreach and understanding of water resource issues.
- Improve understanding of mineral systems and ore deposits that are currently being mined and explored including cobalt, phosphate, silver, gold, critical minerals, and rare earth elements.
- Continue to work with the Idaho Geologic Mapping Advisory Committee to develop a 5- to 10-year geologic mapping plan, while executing the statewide effort of new modern geologic

mapping at detailed scale.

- Improve the scientific understanding of the southwest Idaho oil and gas play's source and reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.

- Improve the Survey's website and web map applications to accommodate visualization and interaction through mobile devices for ease of public use.

Evaluation Process
An annual review of existing benchmarks and goals is necessary to ensure that IGS is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information to the public on the Survey's website. New technologies will be continually evaluated on an annual basis to ensure IGS is providing its data and publications in a user-friendly format that is easily accessible to the public.

Red Tape Reduction Act
Please See the State Board of Education strategic plan for Red Tape Reduction Act information.

Cyber Security Plan
As a functional part of the University of Idaho the Idaho Geological Survey is subject to the University of Idaho Cyber Security Plan.

~~[1] These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.~~

[2] ~~Number of Website Viewers reported is a minimum estimate.~~ [1] We launched our new website and started collecting web stats on April 29, 2021, so these measures are only for the period between April 29, 2021 and June 30, 2021. Caution should be used when comparing FY21 web stats to previous years as we started using a new web statistic tool on April 29, 2021. The number of website viewers extrapolated over the entire fiscal year would be 123,622, and the number of website products used or downloaded would be 32,489.

[2] ~~[3]~~ Due to the ongoing implementation of a different web statistic tool on our website, the actual measures may be different than what was reported in past Performance Reports or Strategic Plans, and the benchmark set for FY23 may not be that meaningful. ~~Due to the ongoing implementation of a different web statistic tool on our website, the actual measures may be different than what was reported in past Performance Reports or Strategic Plans, and the benchmark set for FY22 may not be that meaningful.~~

[3] ~~[4]~~ We did not have the data to calculate this measure due to the ongoing implementation of a different web statistic tool on our website. An estimate for this measure for FY19 was reported in the FY21 Strategic Plan in error. ~~We do not have the data to calculate this measure at this time due to the ongoing implementation of a different web statistic tool on our new website.~~

[4] ~~[5]~~ This benchmark is based on current levels of performance and maintaining the current high level.

~~[6] Although field work was completed and data were collected in FY20, deliverable product submission has~~

~~been delayed due to COVID-19. Therefore, there is no increase in published geologic mapping coverage in FY20, and the coverage of geologic mapping remains at 38.2%.~~

[5]~~7~~ This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding, it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

[6]This benchmark is dependent on availability and continuation of state and federal dedicated programs.

[8]~~Increase in number of educational programs in FY20 was a result of increased interest and opportunities to provide information and programs on the Stanley Earthquake of March 31, 2020.~~

[7]~~9~~ This benchmark is based on existing resources (including staff time) to provide presentations and develop~~ing~~ educational partnerships for additional presentations at ~~to provide~~ new venues ~~for additional presentation~~ above and beyond the current partnerships with public schools and postsecondary institutions.

ATTACHMENT 17

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2022 – 2026 (FY2023 – 2027)

ATTACHMENT 17

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan 2022-2026

MISSION STATEMENT
Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT
To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

VALUES STATEMENT
The WIMU program values:

- excellence in creative instruction,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

GOAL 1
Transform: Increase our educational impact

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

Performance Measures:
I. Offer elective rotations in food animal medicine for experiential learning opportunities.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
43	**38**	**36**	**22**	**40**

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations[1].

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

Performance Measures:
I. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**

[1] Based on internal standards as a measure of program quality

8	11	11	0[2]	12

Benchmark: Offer spots for 12 students annually[3].

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

Performance Measures:

I. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
3/30%	**8/73%**	**6/55%**	**4/36%**	**7/65%**

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually[4].

GOAL 2

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

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

Performance Measures:

I. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
1/$12,000	**3/$120,500**	**2/$112,000**	**3/$311,897**	**4/$200,000**

Benchmark: Receive 4 grant awards for $200,000 in funding annually by 2026[5].

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

Veterinary Medical Education received national accreditation after the review in the fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

[2] Program was not offered due to COVID-19 restrictions for internships
[3] Based on internal standards as a measure of program quality
[4] Based on national standards for return rates of similar programs
[5] Based on internal standards as a measure of faculty quality

ATTACHMENT 18

WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan FY2023 - 2027

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites that expanded the onsite-learning from 9 months to 16 months. Students started the new curriculum with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. Effective July 2022, the curriculum will be extended to 18 months during the Foundation Phase. This new curriculum allows our students to be on the University of Idaho campus for up to 5 terms, instead of the previous 4 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students in fall semester at the Moscow campus. Students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers.

Since 2013, we have grown the number of medical students in the Idaho WWAMI Targeted Rural and Underserved Track (TRUST). Seven new TRUST students have been selected for 2022 to complete this program. The 7 primary care TRUST sites are as follows: Hailey, Jerome, McCall, Moscow, Nampa, Orofino and Sandpoint. The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.

Students continue their academic training over the summer between their first and second year in a structured experiential learning environment. Following the 18-month curriculum (Foundations Phase), many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. During this time, a majority of our medical students are utilizing University of Idaho facilities and resources at the WWAMI Moscow site. In addition, some of our students utilize the Water Center WWAMI facility in Boise. This board preparation time is critical for the students' success and is something that we have developed more programing and resources to support.

The University of Idaho is the medical education home for the State of Idaho. Idaho-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Idaho and the University of Washington School of Medicine are dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region[1] and as a

national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the healthcare needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT
Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1
INNOVATE – Scholarly and creative work with impact

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

Performance Measure:
The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**FY22** (2021 – 2022)	**Benchmark**
24	**20**	**20**	**17**	**20**

Benchmark: 20 rural training placements following first year of medical education [6] *During the past summer, 17 WWAMI students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.*

Performance Measures:
Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

FY19 (2018-2019)	**FY20** (2019-2020)	**FY 21 (2020 -2021)**	**FY22 (2021 -2022)**	**Benchmark**
100%	**87%***	**75%***	**90%***	**100%**

Benchmark: Internally set benchmark as measure of program quality - 100%. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 49% of medical schools have a research requirement.[4]
**Reduction as a result of COVID-19 and graduation research requirement being waived.*

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

Performance Measure:
WWAMI faculty funding from competitive federally funded grants**.**

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021 – 2022)**	**Benchmark**
$2M	**$2.5M**	**2.2M**	**1.57M**	**$1.4M**

Benchmark: $1.4M[3] *The benchmark for this objective is $1.4M annually, through 2027. In FY22, WWAMI-affiliated faculty at UI has successfully brought in $1.57M of research funding into Idaho from agencies such as the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In 2018, the University of Idaho WWAMI launched its ECHO Idaho program and is growing this evidence-based learning model that develops knowledge and capacity among healthcare providers. Over the past 5 years, Idaho Project ECHO has been successful in bringing in over $4.25M in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This $385,000, five-year grant continues to help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho.*

GOAL 2
ENGAGE – Outreach that inspires innovation and culture

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

Performance Measure:
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021-2020**	**Benchmark**
51%	**51%**	**50%**	**51%**	**55%**

Benchmark: target rate – national average or better. The benchmark is 55% and the national average of students that return to their native state to practice medicine is 39%[2]*. In Idaho, the return rate is 51%.*

Performance Measure:

Ratio of all University of Washington WWAMI graduates who practice medicine in Idaho, regardless of WWAMI site origin, divided by the total number of Idaho medical student graduates funded by the State.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021 – 2022)**	**Benchmark**
75%	**75%**	**72%**	**73%**	**70%**

Benchmark: target ratio – 70% [9] *The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 70%. The current ROI is 73%. The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.*

Performance Measure:
Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, pediatrics, med-peds, and OB/GYN specialties for residency training each year.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY 22 (2021- 2022**	**Benchmark**
61%	**68%**	**58%**	**73%**	**50%**

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year [8] *The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, med-peds, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.*

GOAL 3
TRANSFORM – Increase our educational impact

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

Performance Measures:
The total number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021-2022**	**Benchmark**
183 (4.575:1)	**184 (4.6:1)**	**182 (4.6:1)**	**182 (4.6:1)**	**5:1**

Benchmark: National ratio of state applicants to medical school per state-supported students.[1]
The benchmark is the national ratio of state applicants to medical school to the number of State supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same, we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In FY22, the ratio of applicants in Idaho to the number of available positions was 4.6:1; the national ratio of ***in-state applicants*** *to available positions is 17:1.*
https://www.aamc.org/download/321442/data/factstablea1.pdf

Objective B:

Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:
Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021-2022**	**Benchmark**
96%	**98%**	**98%**	**98%**	**96%**

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 96% for U.S. M.D. medical school graduates. [5] *The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.*

Performance Measure:
The number of WWAMI medical students completing Idaho WWAMI Track clerkships in Idaho each year.

FY19 (2018-2019)	**FY20** (2019-2020)	**FY21** (2020 – 2021)	**FY22 (2021-2022)**	**Benchmark**
29	**25**	**25**	**21**	**40**

Benchmark: 40 clerkship* students are allowed each year to complete the Idaho WWAMI Track [7]. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Patient Care Phase Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho and Explore and Focus Idaho Track medical students complete three of four required clerkships in Idaho. Twelve Patient Care Phase students and nine Explore and Focus students are currently participating in the Idaho Track in the 2021-2022 academic year. In addition to Idaho Track students, other UWSOM students rotate among the various clinical clerkships in Idaho. During the academic year of 2020-2021, approximately 158 UWSOM students completed one or more clinical rotations in Idaho. Those 158 medical students completed a total of 330 individual clinical rotations in Idaho (143 Patient Care Phase courses, 124 Explore and Focus Phase courses and 8 WRITE experiences). It is expected that since the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, and PNWU) are growing, the benchmark has decreased from 2017 to reflect the realities of limited clerkships in Idaho. Efforts to increase the number of clerkships in Idaho by WWAMI are underway. *Patient Care Phase (Year 3) and Explore and Focus (Year 4)

Key External Factors *(beyond the control of the Idaho WWAMI Medical Program)*:

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: As a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: With a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's citizens only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine implemented curriculum renewals in 2015 and 2022, which impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are now on the University of Idaho campus for up to five terms, instead of two, adjustments are being made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho has anticipated these needs and is working toward expanding facilities to accommodate the increased number of students. Tuition funds from third-fifth term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high-quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The for-profit osteopathic school in Idaho has over 300 additional clerkship students needing clinical training, which creates significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho.

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[1]Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

[2] Based on national set standards. 46.3%% is the national average of students that return to their native state to practice medicine (reference: 2018 State Physician Workforce Book, https://store.aamc.org/downloadable/download/sample/sample_id/305/, page 57
[3] Based on available resources for pursuing external grants and increased competitive nature of federal awards.
[4] Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. (reference: https://www.aamc.org/data-reports/curriculum-reports/interactive-data/medical-student-research-requirement-us-medical-schools
[5] Based on national standards United States Medical Licensing Examination Scores and Transcripts. https://www.usmle.org/performance-data/default.aspx
[6] Based on state needs and available resources
[7] Based on analysis of areas of increase need in Idaho
[8] Based on national standards for workforce specialties
[9] Based on national standards for program return rates
[10] Based on available Idaho resources

ATTACHMENT 18

Appendix 1

Institution/Agency Goals and Objectives	State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	*Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT*	*Goal 3: DATA-INFORMED DECISION MAKING*	*Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM*	
GOAL 1: INNOVATE ***Scholarly and creative work impact***					
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse partners.	✓		✓	✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	✓	✓	✓	✓	
GOAL 2: ENGAGE ***Outreach that inspires innovation and culture.***					
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal and global issues, support economic drivers and/or promote the advancement of culture.	✓	✓		✓	
GOAL 3: TRANSFORM ***Increase our educational impact.***					
Objective A: Access – Provide greater access to educational opportunities to meet the evolving needs of society.	✓			✓	

ATTACHMENT 18

Objective B: ***Foster educational excellence via curricular innovation and evolution – Provide excellent medical education in biomedical sciences and clinical skills.***	✓			✓	

ATTACHMENT 19

Idaho State University
Department of Family Medicine
Strategic Plan: FY2023-2027

ATTACHMENT 19

Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

Idaho State University
Department of Family Medicine
Strategic Plan: 2023-2027

Mission

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Vision

To improve lives by serving on the forefront of healthcare and education.

Goal 1: Expand to a New Facility

Objective: By FY2026, establish an expanded, modern interprofessional healthcare training facility.

Performance Measures:

1.1 By the end of FY2022, the clinic site is identified

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2023
Not Avail	Not Avail	Complete	Incomplete	Complete

Benchmark: This is a new benchmark and not previously tracked. This will be a significant achievement toward accomplishing Goal 1.

1.2 By the end of FY2022, 10% past graduates are donors

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2023
0	0	0	0%	10%

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

1.3 By the end of FY2024, 5 new non-graduate donors are identified

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2024
0	Not Avail	0	0	5

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

Goal 2: Recruit and Retain Faculty and Staff

Objective: By the end of FY2024, create and implement a long-term recruiting and retention plan using a proven transparent and inclusive process.

Performance Measures:

2.1 By the end of FY2024, 80% of employees report feeling "satisfied"

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2024
Not Avail.	66%	66%	66%	80%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

***There has not be an intervening survey since COVID.**

2.2 By the end of FY2024, the Department reduces by 25%, 5 year avg. employee turnover

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2024
Not Avail.	4%	6%	3%	6%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, benchmark achieved and exceeded.

2.3 By the end of FY2024, all programs have adequate, dedicated support

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2024
Not Avail.	60%	100%	100%	100%

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Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

ATTACHMENT 19

Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

Goal 3: Establish a Culture of Diversity

Objective: By the end of FY2026, establish a culture of diversity to improve the learning environment and graduate diversity

Performance Measures:

3.1 By the end of FY2026, improve by 50% learner diversity that reflects community diversity

FY 2019 (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**Benchmark 2026**
Not Avail.	24%	20%	28%	36%

Benchmark: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

3.2 By the end of FY2026, increase by 50% learners and employees feeling that there is a culture of diversity

FY 2019 (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**FY 2022** (2021-2022)	**Benchmark 2026**
Not Avail.	20%	20%	20%	30%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

***There has not be an intervening survey since COVID.**

Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

Goal 4: **Cultivate Community Relationships**

Objective: **By the end of FY2023, cultivate collaborative relationships with ##% of the regional healthcare and educational entities that affect learner education and recruitment.**

Performance Measures:

4.1 By the end of FY2022, establish new contacts in graduate medical education in eastern Idaho

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2022
Not Avail.	2	4	4	4

Benchmark: This is a new performance measure and not previously tracked. Before the beginning of FY2021, baseline data will be collected and benchmarks established.

4.2 By the end of FY2023, in collaboration with Portneuf Medical Center establish a medical education task force

FY 2019 (2017-2018)	FY 2020 (2018-2019)	FY 2021 (2019-2020)	FY 2022 (2020-2021)	Benchmark 2023
Not Avail.	25%	25%	30%	100%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

4.3 By the end of FY2024, increase by 400% , the number of healthcare workers participating in regional graduate medical education opportunities

FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark 2024
Not Avail.	Not Avail.	5	20	20

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2021, baseline data will be collected and benchmarks established.

Idaho State University Department of Family Medicine Strategic Plan: 2023-2027

Key External Factors

Funding

Many of the department of family medicines goals and objectives assume a stable level of funding from the state of Idaho, Portneuf Medical Center, health insurance, Health West, and the federal government. If any of these entities were to change their reimbursement or financial support of our department it would have broad reaching effects and limit our ability to reach many if not all of our goals. We saw that this year as support from ISU dropped, limiting our ability to work on regional education advancement.

Regional GME changes

A portion of our goals center on increasing our regional presence in GME. In just the past few years we have seen that Idaho Falls opened a new Family Medicine Residency and the Internal Medicine residency in Blackfoot closed. Further changes in the region will continue to affect our ability to achieve these goals.

Portneuf Medical Center

The previously arranged location for the new building was in the old medical office building at the site of the old hospital. Due to covid the time line was delayed as construction at Northgate was delayed. Clinic drawings were finalized and then when it came time to sign the official contract there was a major barrier found, one that could not be rectified, leading to the need to as of 3/14/22, to locate a new location for a new clinic site. This has also delayed seeking funding from past graduates as the plan was to be able to show them clinic plans encouraging donations.

Evaluation Process

Idaho State University Department of Family Medicine has established an ongoing process for evaluating and revising goals and objectives. Our strategic plan was organized into our main categories and a chair for each category was appointed. Quarterly meetings are held to continue to evaluate and revise the goals and objectives as needed. These groups then report back to the director and other faculty for a decision on how to proceed with the proposed changes and/or adaptations. The department will also continue to hold yearly department

strategic planning meetings to consider all current goals and objectives as a whole, and to evaluate where we are in the process.

ATTACHMENT 20

Idaho Dental Education Program

STRATEGIC PLAN

FY2023 – 2027

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

I. Contract for 4-year dental education for at least 8 Idaho residents

2018	2019	2020	2021	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2018	2019	2020	2021	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

I. First time pass rate of National Dental Boards Part I

2018	2019	2020	2021	Benchmark
100%	100%	87.5%	100%	>85%[DB1]

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2018	2019	2020	2021	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2018	2019	2020	2021	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. State cost per student

2018	2019	2020	2021	Benchmark
43%	35%	40%	40%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2018	2019	2020	2021	Benchmark
78%	49%	62%	73%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2018	2019	2020	2021	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2018	2019	2020	2021	Benchmark
67%	100%	25%	20%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2018	2019	2020	2021	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2018	2019	2020	2021	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With the increase in population growth in Idaho

recently, we project a higher percentage of IDEP graduates will pursue employment opportunities in Idaho.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

ATTACHMENT 20

ATTACHMENT 21

Idaho Museum of Natural History

Discovering Idaho, One Story at a Time

Strategic Plan: FY2023-2027

ATTACHMENT 21

Idaho Museum of Natural History Strategic Plan: 2023-2027

Idaho Museum of Natural History
Strategic Plan
2023-2027

Mission
Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

Vision
To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

Goal 1: Demonstrate the IMNH's essential value

Objective: Increase our Museum's audience and our engagement with customers, collaborators and partners to demonstrate the essential value of IMNH.

Performance Measures:

1. ***By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
7,080	7,088	6,085*	6,575	10,000

Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space. *COVID-19 impact: museum closed to public mid-March 2020; reopened July 2020 (3.5 months lost during high season).

1.2 ***By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
4,301	7,470	5,671*	4,275	7,000

Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016. *COVID-19 impact: museum closed to public mid-March 2020; reopened July 2020 (3.5 months lost for in-person education).

1.3 ***By July 2025, IMNH will establish 500 members***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025

33	85	86	76	500

Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.

1.4 ***By July 2025, 20% of IMNH membership are also donors***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
Not Avail	Not Avail	17 (20%)	33 (43%)	100 (20%)

Benchmark: 20% is development standard.

Goal 2: **Build capacity to support sustainable growth**

Objective: Increase IMNH's development budget and human resources by 2025.

Performance Measures:

2.1 ***By July 2025, IMNH will increase the amount of its annual donations to $75,000.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
$29,203	$29,034	$25,230*	$11,467	$75,000

Benchmark Definition: Basis of FY 2017. *No Development Director for IMNH this year.

2.2 ***By July 2025, IMNH will increase the amount of its annual sponsorships to $300,000.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
$103,185	$74,150	$61,079*	$31,670	$300,000

Benchmark Definition: Basis of 300% of FY 2018. *No Development Director for IMNH this year.

2.3 ***By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
12.1	10.1	7.04*	10.1	10.6

Idaho Museum of Natural History Strategic Plan: 2023-2027

Benchmark Definition: To be decided after evaluation *Reduction due to staff retirement, 5% recission of appropriations, and temporary hiring freeze. Need to add 0.5 FTE curator of Life Science

2.4 ***By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development***

FY 2018 (2017-2018)	**FY 2019** (2018-2019)	**FY 2020** (2019-2020)	**FY 2021** (2020-2021)	**Benchmark 2025**
0	4	5	6	15

Benchmark Definition: Final Leadership Board size of 15

ATTACHMENT 21

Idaho Museum of Natural History Strategic Plan: 2023-2027

Goal 3: Serve a statewide mission for education and research

Objective: By 2024, IMNH will increase its geographic reach and participation to include all of Idaho to more effectively respond to the region's education and research needs.

Performance Measures:

3.1 ***By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
	20	20	10	44

Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).

3.2 ***By July 2025, IMNH will increase its total Idaho audience by 50%.***

FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	Benchmark 2025
58,200	297,076	314,628	364,695	375,000

Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

Key External Factors

Funding
Many of IMNH strategic goals and objectives assume on-going and strategic additional levels of State legislative appropriations. COVID-19 greatly affected Museum services and operations during the final quarter of FY20 and all of FY21. During these times, Museum was intermittently closed to the public or open with crowd restrictions that diminished earned revenues. Recission of 5% appropriated budget and halt to re-hire process curtailed development efforts at the Museum. In spite of these challenges, the Museum succeeded in re-engaging the public through exhibits and virtual tours.

Evaluation Process

ATTACHMENT 21

Idaho Museum of Natural History Strategic Plan: 2023-2027

In May of each year, museum staff will evaluate objectives, benchmarks and current numbers for fiscal year. Success and issues will be evaluated and objectives and benchmarks will be updated if needed.

ATTACHMENT 21

Idaho Museum of Natural History Strategic Plan: 2023-2027

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATION SYSTEM ALIGNMENT	*Goal 2: EDUCATION READINESS*	*Goal 3: EDUCATIONAL ATTAINMENT*	*Goal 4: WORKFORCE READINESS*
Idaho State University				
GOAL 1: Demonstrate IMNH essential value				
Objective: Increase museum audience and engagement			✓	✓
GOAL 2: Build capacity to support sustainable growth				
Objective: Increase development and human resources	✓	✓	✓	✓
GOAL 3: Serve a statewide mission				
Objective: Increase reach and participation statewide	✓	✓	✓	✓

ATTACHMENT 22

IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
FY2023~~0~~ – 2027~~4~~
EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT
Accelerating business success

VISION STATEMENT
Be the most influential driver of Idaho business success

GOAL 1 - ~~Maximum Client ImpactNetwork Reach~~

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. Capital raised by clients in millions

FY19 (2018-2019)	**FY20** (2020-2021)	**FY21** (2021-2022)	**FY22** (2022-2023)	**Benchmark**
$52.0	**$79.9**	**$53.0**	**$53.0**	**$53.40**

Benchmark: $53.40 million[1] (by FY 2024)

II. Client sales growth in millions

FY19 (2018-2019)	**FY20** (2020-2021)	**FY21** (2021-2022)	**FY 22** (2022-2023)	**Benchmark**
$63.25	**$47.3**	**$64.0**	**$53.0**	**$67.65**

Benchmark: $67.65 million[2] (by FY 2024)

III. Jobs created by clients

FY19 (2018-2019)	**FY20** (2020-2021)	**FY21** (2021-2022)	**FY 22** (2022-2023)	**Benchmark**
875	**649**	**900**	**892**	**1154**

Benchmark: 1154[3] (by FY 2024)

~~**Objective B:** Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.~~

~~**Performance Measures:**~~

~~***I. Per cent of cross-network consulting hours***~~

~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2019-2020)~~	~~Benchmark~~
~~Not Measured~~	~~0.4%~~	~~0.3%~~	~~2.0%~~	~~5%~~

~~**Benchmark:** 5%[4] (by FY 2023)~~

~~GOAL 2 – Strong Brand Recognition~~

~~Increase brand recognition with stakeholders and the target market.~~

~~**Objective:** Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.~~

~~**Performance Measures:**~~

~~***I. Yearly marketing plan created and distributed***~~

~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2019-2020)~~	~~Benchmark~~
~~Not measured~~	~~Not measured~~	~~In progress~~	~~In progress~~	~~completion~~

~~**Benchmark:** [5] (by FY 2022)~~

~~***II. # of training hours***~~

~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2019-2020)~~	~~Benchmark~~
~~11,793~~	~~14,337~~	~~14,577~~	~~14,975~~	~~15,604~~

~~**Benchmark:** 15,604[6] (by FY 2022)~~

GOAL ~~2~~ – ~~Network Sustainability/Increase Resources~~

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: ~~Bring additional resources to clients through partnerships, students, and volunteers.~~Increase overall network funding and assist regional offices in pursuit of local opportunities.

~~***I. % client referrals from partners***~~

~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~FY19 (2019-2020)~~	~~Benchmark~~
~~Not measured~~	~~11%~~	~~23%~~	~~19%~~	~~25%~~

~~**Benchmark:** 25%[7] (by FY 2022)~~

~~**Objective B:** Seek additional funding for rural consultants in all six of SBDC regional offices and expand PTAC consultants from part time to full time in north and eastern Idaho.~~

Performance Measures:

Amount of funding

FY19 (2018-2019)	**FY20** (2020-2021)	**FY21** (2020-2021)	**FY** (2022-2023)	**Benchmark**
$351,000	**$1,366,504**	**$225,000**	**$250,000**	**$82,233**

Benchmark: $82,233 (by FY 2025)

~~GOAL 4 – Organizational Excellence~~

~~Ensure the right people, processes and tools are available to deliver effective and efficient services.~~

~~**Objective:** Implement professional development certification on a eLearning Management System.~~

~~**Performance Measures:**~~

~~***I. % of employees meeting certification and recertification requirements***~~

~~**FY16** (2015-2016)~~	~~**FY17** (2016-2017)~~	~~**FY18** (2017-2018)~~	~~**FY19** (2019-2020)~~	~~**Benchmark**~~
~~**Not measured**~~	~~**80%**~~	~~**87%**~~	~~**100%**~~	~~**100%**~~

~~**Benchmark:** 100%[9] (by FY 2019)~~

~~***II. Return on Investment***~~

~~**FY16** (2015-2016)~~	~~**FY17** (2016-2017)~~	~~**FY18** (2017-2018)~~	~~**FY19** (2019-2020)~~	~~**Benchmark**~~
~~**5:1**~~	~~**8:1**~~	~~**7:1**~~	~~**7:1**~~	~~**7:1**~~

~~**Benchmark:** 6:1 average over rolling 5 years[10] (by FY 2020)~~

~~***III. Overall customer satisfaction rating (source of data being changed)***~~

~~**FY16** (2015-2016)~~	~~**FY17** (2016-2017)~~	~~**FY18** (2017-2018)~~	~~**FY19** (2019-2020)~~	~~**Benchmark**~~
~~**Not measured**~~	~~**4.5**~~	~~**4.8**~~	~~**4.9**~~	~~**4.6**~~

~~**Benchmark:** 4.6[11] (yearly)~~

Key External Factors

The Idaho SBDC is part of a national network providing no-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. September of 2019, the Idaho SBDC was awarded continuing accreditation for another five years. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus
- Operations Focus

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from these key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process with a yearly planning session conducted with a statewide leadership team in the Spring and progress tracked through action plans reviewed on a quarterly basis. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are

reviewed at least quarterly during a monthly video conference with regional directors. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

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[1] Benchmark based on analysis of historical trends from FY18, FY19 and FY21 with a 5% increase in the average 3 years.
[2] Benchmark based on analysis of historical trends from FY18, FY19 and FY21 with a 5% increase in the average 3 years.
[3] Benchmark based on analysis of historical trends from FY18, FY19 and FY21 with a 5% increase in the average 3 years.
[4] Benchmark was set by calculating the support for rural consultants in all six SBDC offices and expand PTAC consultants in Twin Falls.

~~[4] Mechanism to measure is being developed.~~
~~[5] Completing of marketing plan and yearly marketing calendar. This is a PT position hence the reason for in progress status.~~
~~[6] Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.~~
~~[7] Benchmark is set based on an analysis of historical trends and available resources and a commitment to increase resources and a 10% increase in the average of the last 3 years.~~
~~[8] Benchmark was set by calculating the support for rural consultants in all six SBDC offices and expand PTAC consultants from part time to full time in north and eastern Idaho.~~
~~[9] All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).~~
~~[10] Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.~~
~~[11] Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.~~

ATTACHMENT 22

Appendix 1

	State Board of Education Goals		
	Goal 1: Educational System Alignment	*Goal 2: Educational Attainment*	*Goal 3: Workforce Readiness*
Institution/Agency Goals and Objectives			
GOAL 1: NETWORK REACH Focus time on clients with the highest potential for creating economic impact			✓
Objective A: Develop long-term relationships with potential and existing growth and impact clients			✓
GOAL 2: NETWORK SUSTAINABILITY Increase funding and consulting hours to create economic impact through increased client performance.			
Objective A: Increase overall network funding and assist regional offices in pursuit of local opportunities.		✓	✓

ATTACHMENT 22

ATTACHMENT 23

TechHelp Strategic Plan
FY2023-2026

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2024:

- *100 manufacturers reporting $120,000,000 economic impact*
- *500 jobs created and retained*
- *> $20,000 and < $50,000 Net Income*

VISION STATEMENT

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and ~~inventors~~ entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

"Our identity is shaped by our results."

GOAL 1

Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: *Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.*

Performance Measure:

I. ***Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
$33,726,818 / 70 New Jobs	$97,839,060 **/ 255 New Jobs**	$86,900,000 **/ 448 New and Retained Jobs**	**$206,200,000 / 1288 New and Retained Jobs**	**$120,000,000 / 500 New and Retained Jobs**

Benchmark: Reported cumulative annual impacts improve by five percent over the prior year achieving $120,000,000 and 500~~180~~ new and retained jobs annual reported impact by 2025~~4~~[i].

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

Performance Measure:

I. ***Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system***

FY17 (2016-2017) **Q1-Q3**	**FY18** (Q2 2017- Q1 2018)	**FY19** (Q2 2018- Q1 2019)	**FY20** (Q2 2019- Q1 2020)	**FY21 (Q2 2020 – Q1 2021)**	**Benchmark**
17 Small	**35 Small**	**30 Small**	**45 Small**	**54 Small**	**19 Small**
39 Rural	**42 Rural**	**21 Rural**	**21 Rural**	**30 Rural**	**20 Rural**
4 Start-up	**17 Start-up**	**14 Start-up**	**23 Start-up**	**29 Start-up**	**10 Start-up**
25 Other	**23 Other**	**22 Other**	**20 Other**	**18 Other**	**30 Other**

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2025~~5~~4[ii]:

1~~5~~9 Small,
20 Rural,
20 Start-up,
30~~5~~ Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure*:*

I. ***Customer satisfaction reported on MEP survey***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21** (2020-2021)	**Benchmark**
9.6 out of 10	**9.7 out of 10**	**9.3 out of 10**	**8.7 out of 10**	**8 out of 10**

Benchmark*:* Customer satisfaction score is consistently > 8 out of 10[iii]

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: *Increase the number of client projects and events.*

Performance Measure*:*

I. ***State dollars expended per project/event***

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21 (2020-2021)**	**Benchmark**
$920	**$1570**	**$1420**	**$1703**	**< Prior year's total**

Benchmark: Dollars per project/event expended is less than prior year's total[iv]

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

I. Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard[v]

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21 (2020-2021)**	**Benchmark**
81 Clients Surveyed	**96 Clients Surveyed**	**129 Clients Surveyed**	**123 Clients Surveyed**	**103~~0~~ Clients Surveyed**

Benchmark: Number of clients served exceeds federal minimum with a goal of 103~~0~~ clients surveyed (i.e.,103~~10~~ clients per $ Million) by 2025~~4~~[vi]

Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:

I. Gross and Net revenue from client projects

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-2020)	**FY21 (2020-2021)**	**Benchmark**
$576,890	**$493,923**	**$429,606**	**$261,550**	**$600,000 gross annually**
$391,904	**$336,363**	**$315,737**	**$155,828**	**$400,000 net annually**

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving $600,000 gross and $400,000 net annually be 2024[vii]

Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

FY18 (2017-2018)	**FY19** (2018-2019)	**FY20** (2019-201920)	**FY21 (2020-2021)**	**Benchmark**
$885,236	**$1,356,994**	**$1,440,000**	**$1,630,000**	**$1,300,000**

Benchmark: *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2025~~4~~[viii].*

Key External Factors

I. State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

III. Economic Conditions:
Fees for services comprise a significant portion of TechHelp's total revenue. The Pandemic has limited the ability for TechHelp specialists to work inside manufacturing facilities, making it more difficult to generate client fees from services.

Cybersecurity Plans – Update

TechHelp has been working on its adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Progress on complying with the first five CIS Controls (by June 30, 2020) includes:

1. Inventory and Control of Hardware Assets – Boise State (and other state universities) requires authentication and sign on credentials to access their network and all Hardware is purchased, inventoried and tracked by BSU.
2. Inventory and Control of Software Assets - All software is purchased and approved by Business Manager or Executive Director. BSU OIT uploads all software and maintains updates and does not allowed for unapproved software on Boise State purchased computers. Cloud-based exceptions which are controlled by vendors include: WORKetc., mailchimp, QuickBooks, Regfox.
3. Continuous Vulnerability Management - All updates and patches are identified by Boise State IT department and pushed out to campus departments. Internally all software updates are completed to ensure all hardware and software are up to date. All campus departments are made aware by IT department of potential threats and how to handle those situations.
4. Controlled Use of Administrative Privileges – Boise State retains all administrative rights to the network and each individual user is given administrative rights to their designated computer.
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers - All network passwords are required to be changed every 60-90 days as a requirement forced at sign in. Laptops require VPN authentication before access to the network is granted if working off-site. Mobile devices require sign on authentication before access to network is given.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

ATTACHMENT 23

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

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[i] This benchmark is based on current and projected resources and established best practices based on those resources.
[ii] This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.
[iii] This benchmark is based on analysis of customer survey feedback for types of services offered.
[iv] This benchmark is based on analysis of available resources, types of services and program investment.
[v] Methodology using a balanced scorecard.
[vi] This benchmark is based on federal requirements and projections of federal investment.
[vii] This benchmark is based on existing average performance levels and a 5% annual increase.
[viii] This benchmark is based on existing average performance levels and a 5% annual increase.

ATTACHMENT 24

Family Medicine Residency of Idaho, Inc.

FY 2023 – 2026
Strategic Plan

MISSION STATEMENT
Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas while serving the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment

VISION STATEMENT
A vibrant, nationally recognized teaching health center providing exceptional, comprehensive, person-centered care.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise
- 1.1.1. Grow resident class size to 12-12-12
  - 1.1.1.1. Raymond Street Location (12-6-6)
  - 1.1.1.2. Idaho Street Location (0-2-2)
  - 1.1.1.3. Emerald Street Location (0-2-2)
  - 1.1.1.4. Meridian Location (0-2-2)

1.2. Rural Training Programs/Tracks
- 1.2.1.1. Caldwell- Grow to (~~3-3-3~~4-4-4)
- 1.2.1.2. Magic Valley (2-2-2)

1.3. Fellowships
- 1.3.1.1. Sports Medicine (1)
- 1.3.1.2. HIV Primary Care (1)
- 1.3.1.3. Geriatrics (1)
- 1.3.1.4. OB (2)
- 1.3.1.5. Addiction Medicine (1)
- ~~1.3.1.5.~~1.3.1.6. Rural Medicine (1)

1.4 Core Program – Nampa
- 1.4.1 Nampa (6-6-6)
- 1.4.1.1. Nampa South Location (3-3-3)
- 1.4.1.2. Nampa North Location (3-3-3)
- 1.4.1.3. Behavioral Health Fellowship (1)

1.4.1.4. Develop a Rural Training Track in Mountain Home (1-2-2)

Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

I. FMRI will track how many students match annually for residency training in family medicine at FMRI.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
16/16= 100%	**16/16= 100%**	**23/23 = 100%**	**23/23 = 100%**	**23/23 = 100%** **Fellows** **7/7 = 100%**	**100%**

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

***II.* FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.**

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**>95%**

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

***III.* FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.**

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
56%	**50%**	**73%**	**56%**	**37%**	**>50%**

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
100%	**51%**	**27%**	**56%**	**83%**	**40%**

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin and complete a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. To ~~have the first class~~fill all three classes of 6 family medicine residents ~~start on July 1, 2019.~~with first graduation in June 2022.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
N/A	**N/A**	**100%**	**100%**	**100%**	**100%**

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Patient Centered Medical Home (PCMH) certification.
2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain certification by NCQA as a PCMH. Maintenance of NCQA certification is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level IV PCMH's and we will apply for NCQA recognition for our other two clinics.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Maintain 100% NCQA designation as a I PCMH at all FMRI clinics where resident continuity clinics reside. NCQA certification is the national standard for PCMH recognition.

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019 – 2020)	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as opened a new pharmacy in Meridian as well as the Walgreens, Albertsons, Fred Meyer, and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

3.1All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
3.5

Objective A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

I. FMRI will track its accreditation status and potential citations.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019 – 2020)	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100%**	**100%**	**100%**	**100%**

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

II. FMRI will track its NAS CCC, APE, AIR and CLER goals.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019 – 2020)	**FY21** (2020-2021)	**Benchmark**
100%	**100%**	**100% APR/AIR**	**100%**	**100%**	**100%**

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

4.1 Continue to provide faculty development fellowship opportunities at the University of Washington.

Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. One faculty member per year at the UW Faculty Development Fellowship.

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20** (2019 – 2020)	**FY21** (2020-2021)	**Benchmark**
One	**One did the certificate program**	**One Two did the certificate program**	**Two Two did the certificate program**	**One**	**One Faculty Fellow per year**

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

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Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

II. Maintain 35 rural site training locations

FY17 (2016-2017)	**FY18** (2017-2018)	**FY19** (2018-2019)	**FY20 (2019 – 2020)**	**FY21** (2020-2021)	**Benchmark**
34 With active PLA's; In process of developing Driggs for 35	**39**	**42**	**40**	**35**	**35**

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2020, approximately 59% of revenues were generated through patient services (including pharmacy), 18% were derived from grants and other sources, and 23% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.

2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2022.

3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 6 years.

4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future.

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5. Federally Qualified Health Center (FQHC) and Teaching Health Center (THC) Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all nine of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2021 funding.

6. Legislation/Rules: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2021 was $3,359,500

7. Governor's Support: Governor Brad Little continued strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

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Appendix 1

Institution/Agency Goals and Objectives	Family Medicine Residency Goals				
	Goal 1: Family Medicine Workforce	*Goal 2: Patient Care / Delivery / Service*	*Goal 3: Education*	*Goal 4: Faculty*	*Goal 5: Rural Outreach*
GOAL 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✔	✔	✔		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✔		✔		✔
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔	✔			✔
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔				✔

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***GOAL 2:* Patient Care | Delivery | Service** Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✔	✔		
Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✔	✔		
***GOAL 3:* Education** To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.			✔		
Objective B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✔		
***GOAL 4:* Faculty** FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.			✔	✔	

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***GOAL 5:* Rural Outreach** The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.					
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.	✔		✔		✔

ATTACHMENT 24

COLLEGE AND UNIVERSITIES

SUBJECT

FY 2023 Student Tuition and Fee Rates (Academic Year 2022-2023)

REFERENCE

December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees.
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee.
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program.
February 2020	Board approved updated list of peer institutions for University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College.
April 16, 2020	Board approved FY 2021 Student Tuition and Fee Rates including waiver of Board Policy III.Y. on campus dual credit fee requirement.
April 2021	Board approved second reading for Board Policy V.R. Policies regarding transparency and simplicity of tuition and fee structure.
May 17, 2021	Board approved FY 2022 Student Tuition and Fee Rates including waiver of Board Policy III.Y. on campus dual credit fee requirement.
February 2022	Board approved second reading for Board Policy V.R. Policies regarding transparency and simplicity of tuition and fee structure including an opt-out portion of fees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections III.Y. and V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Board Policy V.R. defines fees, the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

> "The Board may consider factors such as how tuition and fees compare to tuition and fees at peer institutions, how percent increases compared to inflationary factors, how tuition and fees are represented as a percent of per capita income and/or household income, and what share students pay of their education costs. Other criteria may be evaluated as is deemed appropriate."

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2023.

At the February 2022 meeting, the Board approved further revisions to Board policy V.R. resulting in one overall Consolidated Mandatory fee broken down into four categories:

Student Enrollment, Engagement, and Success
The student enrollment, engagement and success fees provide funding to support the multitude of activities and services available to students, both on and off campus. Included in these fees are scholarships, student employment opportunities, funding to support student success initiatives, and enrollment (recruitment and retention) activities.

Institutional Operations, Services, and Support
These fees support the departmental and infrastructure needs of the college and universities, including construction and maintenance of facilities; instructional and computing resources; student involvement services and participation with athletic, arts, and cultural events.

Student Health and Wellness
The student health and wellness fee supports students' physical and mental health and well-being. Students' fees also allow for access to the health and counseling centers throughout the year as well as utilization of well-being and fitness programs and facilities for overall improvement of the student experience. Also included are the facilities, maintenance, and programs available through the recreation and intramural programs.

Student Government
This fee is to support the student government officers and their initiatives. Officers are elected by students. Students are provided the means to engage in discussions, events, and opportunities that interest them, are new to them, and challenge them. A subset of this fee would be student activities, clubs, and organizations, and students would be allowed to opt-out of a subset of that fee.

The revised student fee worksheets will show the Consolidated Mandatory fee broken down into these categories plus the subset of the Student Government fee subject to opt-out.

Reference Documents

Attachment 1 displays information showing the decline in the percentage of the General Fund allocated to the College and Universities over the last 24 years compared to other state budgeted programs.

Attachment 2 shows the percentage of total appropriation for General Fund, Higher Education Stabilization Funds (HESF), endowment funds, and tuition and fees since 1980.

Attachment 3 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2021-22, 2020-21, 2016-17 and 2011-12 for undergraduate/graduate and resident/nonresident students.

Attachment 4 shows a summary of FY 2023 annual requested tuition and fees. For undergraduate, resident students no tuition increase was requested, so the percentage increases reflect a requested increase in the Consolidated Mandatory Fee.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Attachment 5 – Cost of Attending College vs. Per Capita Income

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2011 to 2021. Each institution has a chart showing similar information. The "cost" of attendance reflects full tuition and fees, which differs from the actual "price" of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from $17,342 in 2011 to $22,478 in 2021, or 29.6%, while the Idaho per capita income has increased from $31,919 to $43,842, or 37.4%. The increases in the cost to attend college from 2011 to 2021 are as follows:

Tuition and Fees	48%
Books and Supplies	-4%
Room and Board	51%
Personal and Transportation *	-13%
Total Cost to Attend	30%

* Boise State University moved some personal and transportation costs to room and board in FY 2017.

Attachment 6: Cost to Deliver College
The purpose of this chart is to show the costs to deliver college, changes in student enrollment, and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2011 to 2021 are as follows:

Instruction	25%
Academic Support	72%
Student Services	40%
Library Services	12%
Athletics and Auxiliaries	34%
Plant and Depreciation	36%
Institutional Support	75%
Financial Aid	117%
Total Increase in Cost to Deliver College	39%

At the same time, student FTE (horizontal red line page 14) has decreased by 9.7%.

Attachment 7: Resident Tuition and Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2009 to 2021 for resident tuition and fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate.

Attachment 8: Average CU Full-time Resident Fees as a % of Per Capita Income
The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.5% in 2021.

Attachment 9: Percentage of CU Total Appropriation by Source
The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from state General Fund, Student Fees, and Endowment funds. The impact of two consecutive years of holding tuition flat is demonstrable.

Attachment 10: Tuition/Fee Waivers and Discounts
The purpose of this report is to show the dollar value of tuition and fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounted fees that are used in lieu of tuition such as staff, spouse, dependent, and senior citizen fees, which are not waivers.

The chart shows the amount of discounts and waivers as a percentage of gross student fees.

Institution Fee Proposals
The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2023 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  - Chart: Cost of Attending College vs. Per Capita Income
  - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
  - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers. National data was not available at time of agenda preparation, so these charts are similar to previous year.

Attachment 11: Letter to Joint-Finance Appropriation Committee

IMPACT

Institutions are not requesting an increase in full-time resident undergraduate tuition; however, fee increases are being requested for FY 2023 (academic year 2022-2023). Totals (tuition and fees) are as follows (in the order they will be presented):

	FY22	FY23	% Inc.
Lewis-Clark State College	$6,982	$6,996	0.2%
University of Idaho	$8,340	$8,396	0.7%
Boise State University	$8,060	$8,364	3.8%
Idaho State University	$7,872	$7,958	1.1%

STAFF COMMENTS

For the third consecutive year the presidents of Idaho's four-year higher education institutions committed to not seek tuition increases for resident undergraduate

students. Each institution has requested an increase to its Consolidated Mandatory Fee.

In addition to setting the FY 2023 annual undergraduate resident and nonresident tuition rates, the proposed Board action includes approval by the Board of all other tuition and fees set forth in the institutions' tuition and fees worksheets. This may include the increase of professional, self-support, or online program fees previously set by the Board.

The tuition rates in Attachment 11 include fees, but fees should have been excluded. Efforts were made to correct the error during the legislative appropriation process, but the letter moved forward as is. The understanding and intent among policymakers and all interested parties was for in-state, undergraduate tuition to remain flat with an allowance for fee increases, notwithstanding the amounts shown in the letter.

BOARD ACTION

See following pages

LEWIS-CLARK STATE COLLEGE:
I move to approve the FY 2023 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2023 Lewis-Clark State College tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:
I move to approve the FY 2023 annual undergraduate full-time resident tuition at University of Idaho to an amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2023 University of Idaho tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:
I move to approve the FY 2023 annual undergraduate full-time resident tuition at Boise State University in the amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2023 Boise State University tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAHO STATE UNIVERSITY:
I move to approve the FY 2023 annual undergraduate full-time resident tuition at Idaho State University in the amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2023 Idaho State University tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Dual Credit Fee
I move to set the statewide dual credit fee at $75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2023.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Transcript Fee
I move to set the statewide transcript fee at $10 per credit for fiscal year 2023 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Summer Bridge Program Fee
I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2023 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

On-Campus Dual Credit Fee:
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.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Twenty-Four Year History of General Fund

Original Appropriations: FY 1999 to FY 2023

Millions of Dollars

DRAFT

Information in the tables reflect the Original Appropriation (as of 30 March 2022 for FY 2023) and several appropriation bills for the most recent fiscal year may not have been acted upon by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2023	$2,318.1	$338.1	$249.5	$2,905.7	$1,024.8	$345.4	$348.6	$4,624.5
2022	$2,060.1	$313.1	$240.3	$2,613.5	$963.0	$326.5	$319.6	$4,222.6
2021	$1,985.5	$307.1	$228.1	$2,520.7	$915.4	$323.6	$302.5	$4,062.1
2020	$1,898.4	$306.0	$222.6	$2,427.1	$865.3	$292.7	$325.3	$3,910.4
2019	$1,785.3	$295.8	$214.3	$2,295.3	$765.2	$282.5	$309.6	$3,652.7
2018	$1,685.3	$287.1	$198.9	$2,171.2	$706.1	$262.1	$311.3	$3,450.7
2017	$1,584.7	$279.5	$187.5	$2,051.7	$677.1	$256.2	$288.0	$3,273.0
2016	$1,475.8	$258.8	$169.7	$1,904.3	$649.5	$247.4	$270.7	$3,071.9
2015	$1,374.6	$251.2	$153.7	$1,779.5	$637.3	$243.3	$276.0	$2,936.1
2014	$1,308.4	$236.5	$143.0	$1,687.9	$616.8	$218.3	$258.0	$2,781.0
2013	$1,279.8	$228.0	$138.0	$1,645.7	$610.2	$205.5	$240.7	$2,702.1
2012	$1,223.6	$209.8	$128.3	$1,561.7	$564.8	$193.1	$209.3	$2,529.0
2011	$1,214.3	$217.5	$129.9	$1,561.7	$436.3	$180.7	$205.1	$2,383.8
2010*	$1,231.4	$253.3	$141.2	$1,625.8	$462.3	$186.8	$231.7	$2,506.6
2009	$1,418.5	$285.2	$175.1	$1,878.8	$587.3	$215.9	$277.3	$2,959.3
2008	$1,367.4	$264.2	$166.2	$1,797.7	$544.8	$201.2	$276.9	$2,820.7
2007*	$1,291.6	$243.7	$148.4	$1,683.7	$502.4	$178.0	$229.7	$2,593.7
2006	$987.1	$228.9	$141.8	$1,357.9	$457.7	$152.2	$213.2	$2,180.9
2005	$964.7	$223.4	$138.3	$1,326.3	$407.6	$142.8	$205.5	$2,082.1
2004	$943.0	$218.0	$131.3	$1,292.3	$375.8	$140.6	$195.3	$2,004.1
2003	$920.0	$213.6	$130.4	$1,264.0	$359.6	$145.0	$199.3	$1,967.9
2002	$933.0	$236.4	$142.1	$1,311.5	$358.0	$147.3	$227.5	$2,044.3
2001*	$873.5	$215.0	$121.1	$1,209.5	$282.1	$123.2	$189.2	$1,804.0
2000	$821.1	$202.0	$110.4	$1,133.4	$270.7	$108.5	$162.1	$1,674.7
1999	$796.4	$192.9	$103.5	$1,092.8	$252.7	$106.4	$159.0	$1,610.8

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2023	50.1%	7.3%	5.4%	62.8%	22.2%	7.5%	7.5%	100%
2022	48.8%	7.4%	5.7%	61.9%	22.8%	7.7%	7.6%	100%
2021	48.9%	7.6%	5.6%	62.1%	22.5%	8.0%	7.4%	100%
2020	48.5%	7.8%	5.7%	62.1%	22.1%	7.5%	8.3%	100%
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%

2010* *Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".*
2007* *Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by $250,645,700.*
2001* *Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".*

College & Universities Funding History
(appropriated funds only)

	State Support		State Support			Percent of Total		
Fiscal Year	General Funds	HE Stabilzation & Endowment Funds	Subtotal	Tuition	TOTAL	General Fund	State Supp	Tuition
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	111,659,800	350,113,500	65.4%	68.1%	31.9%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%
2020	306,030,600	17,236,400	323,267,000	280,981,500	604,248,500	50.6%	53.5%	46.5%
2021	307,079,600	19,201,200	326,280,800	302,373,400	628,654,200	48.8%	51.9%	48.1%
2022	313,109,200	19,632,800	332,742,000	264,321,900	597,063,900	52.4%	55.7%	44.3%
2023	338,065,500	22,918,100	360,983,600	278,049,900	639,033,500	52.9%	56.5%	43.5%

College and Universities

Tuition and Fees by Carnegie Classification

Undergraduate Fees

Institution	Classification	Resident 2021-22	Resident 2020-21	Resident 2016-17	Resident 2011-12	Non-Resident 2021-22	Non-Resident 2020-21	Non-Resident 2016-17	Non-Resident 2011-12
WICHE Average	Higher Research Activity	9,983	9,838	8,525	7,276	25,130	24,772	22,011	18,444
University of Idaho	Higher Research Activity	8,340	8,304	7,232	5,856	27,576	27,540	22,040	18,376
Percentage of WICHE Average		84%	84%	85%	80%	110%	111%	100%	100%
Boise State University *	Higher Research Activity	8,060	8,068	7,080	5,566	24,980	24,980	21,530	15,966
Percentage of WICHE Average		81%	82%	83%	76%	99%	101%	98%	87%
Idaho State University *	Higher Research Activity	7,872	7,872	6,956	5,796	25,326	24,494	21,024	17,032
Percentage of WICHE Average		79%	80%	82%	80%	101%	99%	96%	92%
WICHE Average	Baccalaureate Colleges	6,727	6,617	5,636	4,665	17,273	17,024	14,898	13,182
Lewis-Clark State College	Baccalaureate Colleges	6,982	6,982	6,120	5,348	20,238	20,238	17,620	14,880
Percentage of WICHE Average		104%	106%	109%	115%	117%	119%	118%	113%

Graduate Fees

Institution	Classification Classification	Resident 2021-22	Resident 2020-21	Resident 2016-17	Resident 2011-12	Non-Resident 2021-22	Non-Resident 2020-21	Non-Resident 2016-17	Non-Resident 2011-12
WICHE Average	Higher Research Activity	11,609	11,391	9,998	8,314	25,969	25,481	22,863	18,908
University of Idaho	Higher Research Activity	9,912	9,876	8,530	6,682	29,148	29,112	23,338	19,202
Percentage of WICHE Average		85%	87%	85%	80%	112%	114%	102%	102%
Boise State University	Higher Research Activity	9,638	9,638	8,440	6,556	26,558	26,558	22,890	16,956
Percentage of WICHE Average		83%	85%	84%	79%	102%	104%	100%	90%
Idaho State University	Higher Research Activity	10,324	9,926	8,502	6,824	27,778	26,548	22,570	18,060
Percentage of WICHE Average		89%	87%	85%	82%	107%	104%	99%	96%
WICHE Average	Baccalaureate Colleges	9,667	9,629	8,431	7,476	20,155	19,661	17,172	14,982
Lewis-Clark State College	Baccalaureate Colleges	9,000	-	-	-	22,256	-	-	-
Percentage of WICHE Average		93%	0%	0%	0%	110%	0%	0%	0%

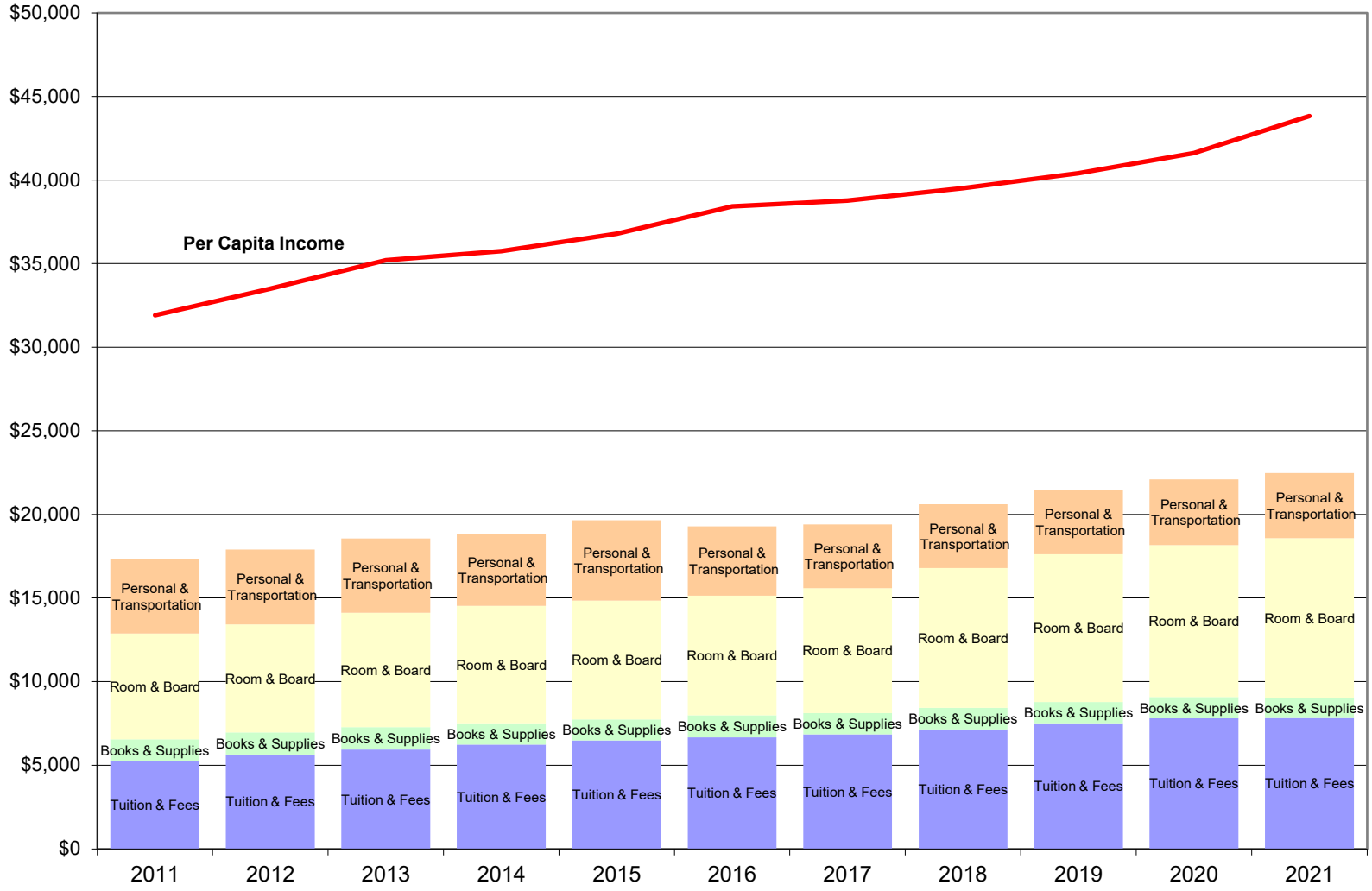
* Carnegie Classifications were updated in 2018. BSU and ISU are now classified as "Higher Research Activity" along with UI.

Colleges & Universities

Summary of FY 2023 Annual Student Tuition & Fees - As Requested
Board Meeting: April 21, 2022

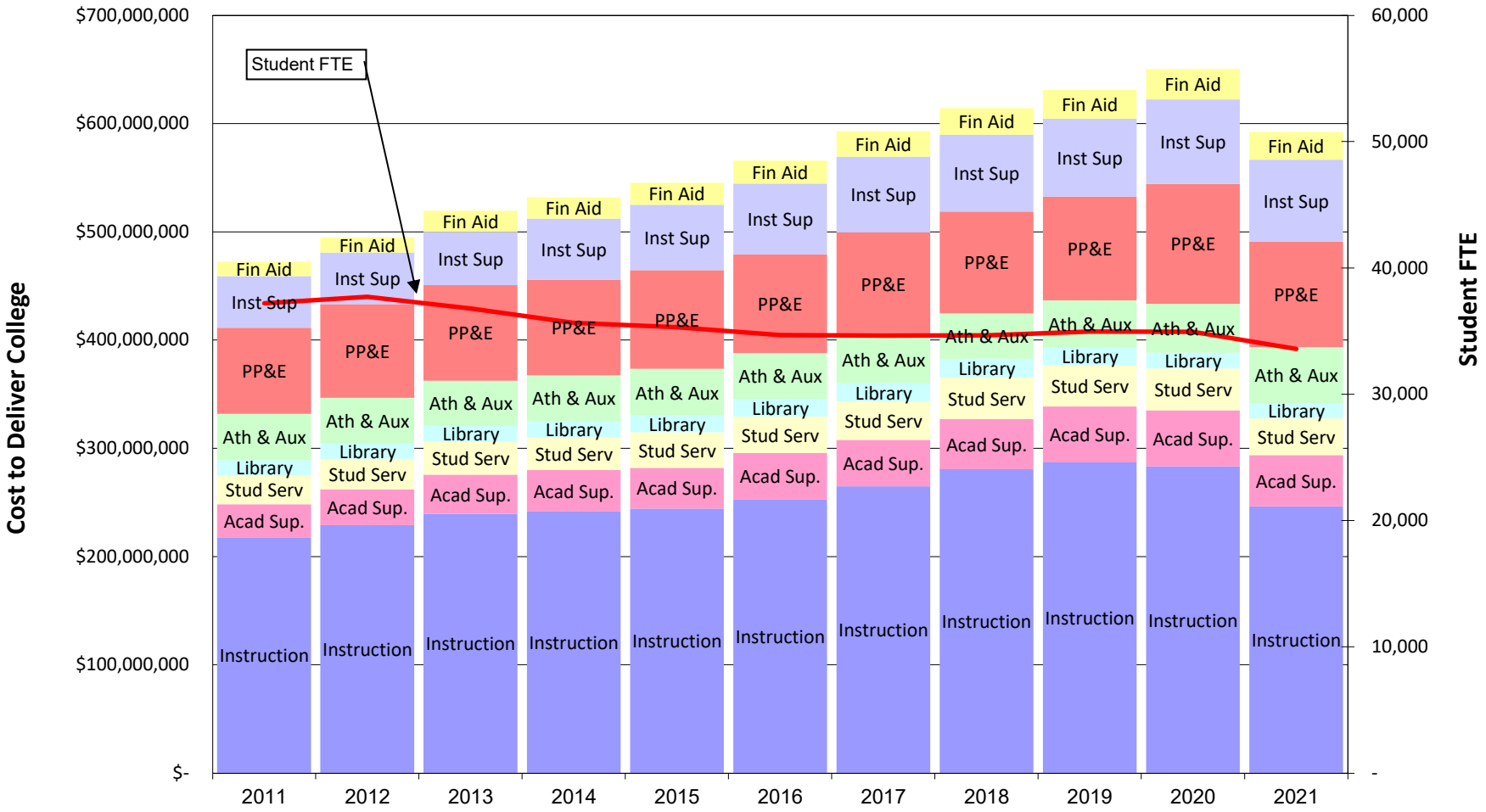
	Institution	FY 2022	Requested Increases Amount	Requested Increases % Incr	Total Requested FY 2023
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$8,060.00	$304.00	3.8%	$8,364.00
5	Idaho State University	$7,872.00	$85.60	1.1%	$7,957.60
6	University of Idaho	$8,340.00	$56.00	0.7%	$8,396.00
7	Lewis Clark State College	$6,982.00	$14.00	0.2%	$6,996.00
8	Average 4 year institutions	$7,813.50			$7,928.40
9	Graduate:				
10	Boise State University	$9,638.00	$430.00	4.5%	$10,068.00
11	Idaho State University	$10,323.96	$306.28	3.0%	$10,630.24
12	University of Idaho	$9,912.00	$56.00	0.6%	$9,968.00
13	Lewis Clark State College	$9,000.00	$406.00	4.5%	$9,406.00
14	Average Graduate	$9,718.49			$10,018.06
15	**Nonresident Tuition and Fees:**				
16	Undergraduate	(includes the tuition and fees paid by resident students)			
17	Boise State University	$24,980.00	$721.10	2.9%	$25,701.10
18	Idaho State University	$25,326.00	$609.22	2.4%	$25,935.22
19	University of Idaho	$27,576.00	$56.00	0.2%	$27,632.00
20	Lewis Clark State College	$20,238.00	$14.00	0.1%	$20,252.00
21	Average 4 year institutions	$24,530.00			$24,880.08
22					
23	**Part-time Credit Hour Tuition & Fees:**				
24	**Resident Fees: (per credit hour)**				
25	Undergraduate:				
26	Boise State University	$366.64	$13.81	3.8%	$380.45
27	Idaho State University	$402.00	$4.44	1.1%	$406.44
28	University of Idaho	$415.00	$5.00	1.2%	$420.00
29	Lewis Clark State College	$356.00	$2.00	0.6%	$358.00
30	In-Service Teacher Fee	$129.00	$2.00	1.6%	$131.00
31					
32	Graduate:	(In addition to resident undergraduate fees)			
33	Boise State University	$469.64	$21.81	4.6%	$491.45
34	Idaho State University	$524.97	$15.51	3.0%	$540.48
35	University of Idaho	$549.00	$5.00	0.9%	$554.00
36	Lewis Clark State College	$450.00	$20.00	4.4%	$470.00
37	In-Service Teacher Fee	$167.00	$5.00	3.0%	$172.00
38					
39	**Nonresident Tuition and Fees:**				
40	Pt TIme Nonresident Cr Hr Tuitior	(includes the tuition and fees paid by resident students)			
41	Boise State University	$723.64	$56.81	7.9%	$780.45
42	Idaho State University	$685.82	$16.64	2.4%	$702.46
43	University of Idaho	$1,377.00	$5.00	0.4%	$1,382.00
44	Lewis-Clark State College	No Fee	No Fee	No Fee	No Fee

Cost of Attending College vs. Per Capita Income
Idaho 4-year Institutions



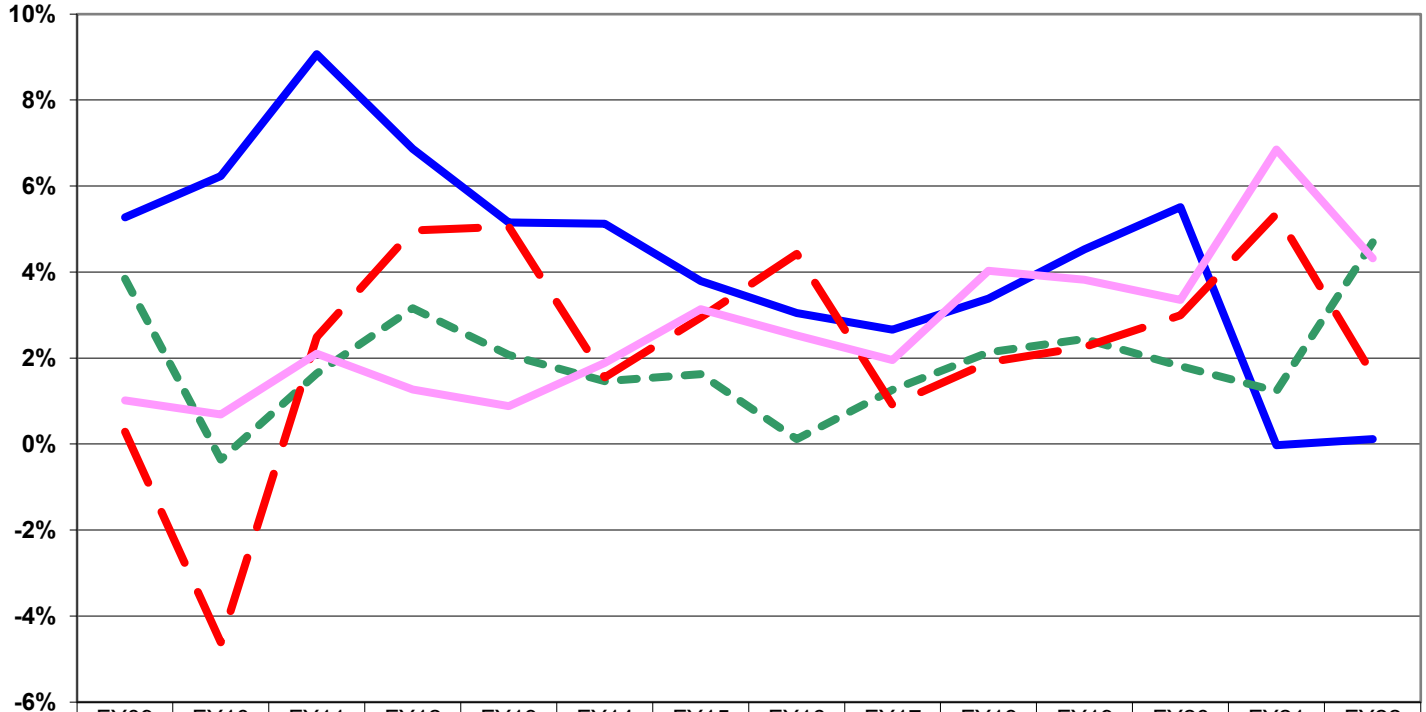
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho 4-year Institutions



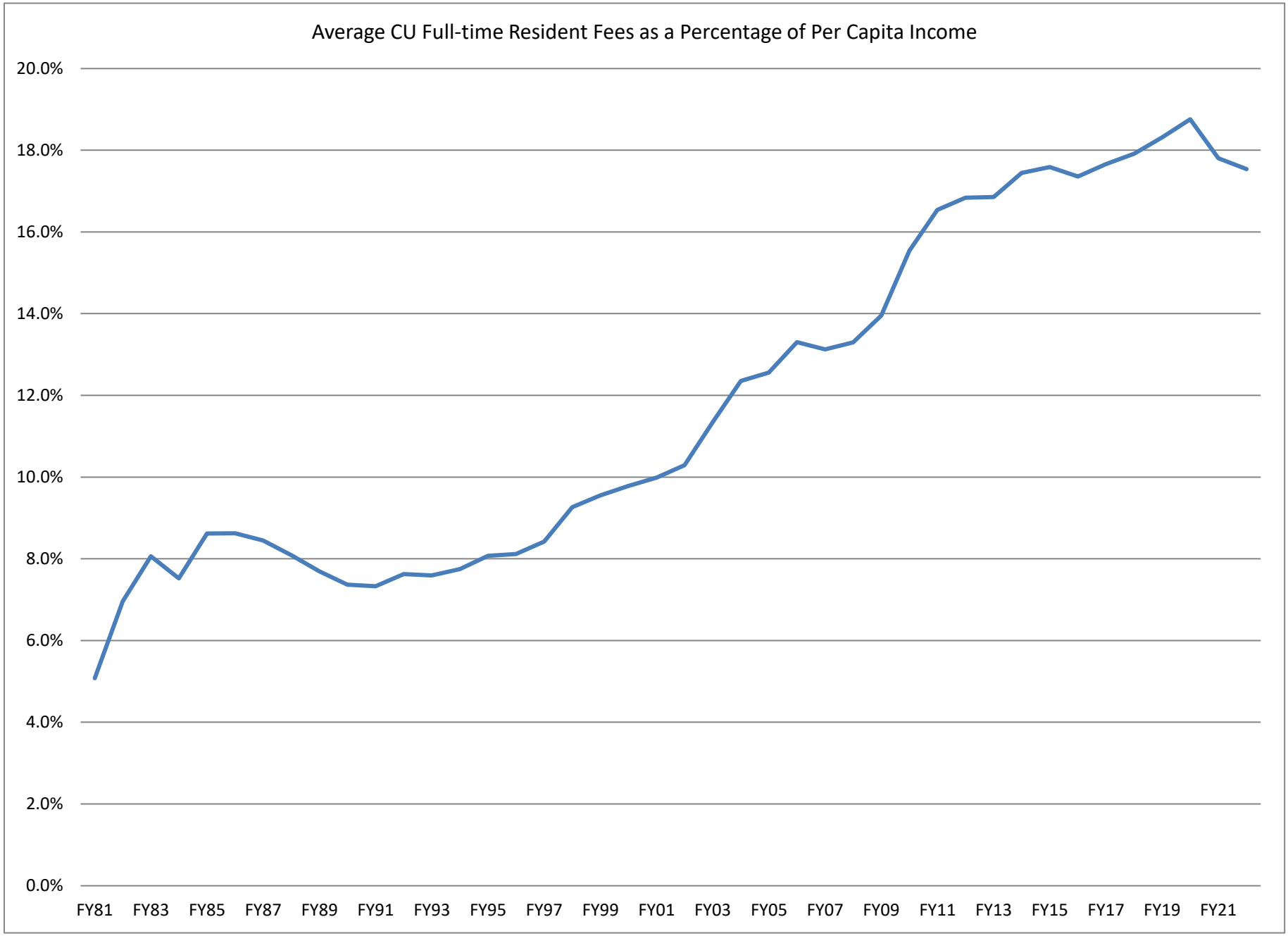
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition & Fees	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%	3.38%	4.53%	5.51%	-0.03%	0.12%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%	1.23%	4.70%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.06%	1.55%	2.95%	4.42%	0.91%	1.90%	2.26%	2.99%	5.36%	1.61%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.53%	1.95%	4.03%	3.82%	3.35%	6.85%	4.32%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2022


Average CU Full-time Resident Fees as a Percentage of Per Capita Income
20.0%
18.0%
16.0%
14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
FY81
FY83
FY85
FY87
FY89
FY91
FY93
FY95
FY97
FY99
FY01
FY03
FY05
FY07
FY09
FY11
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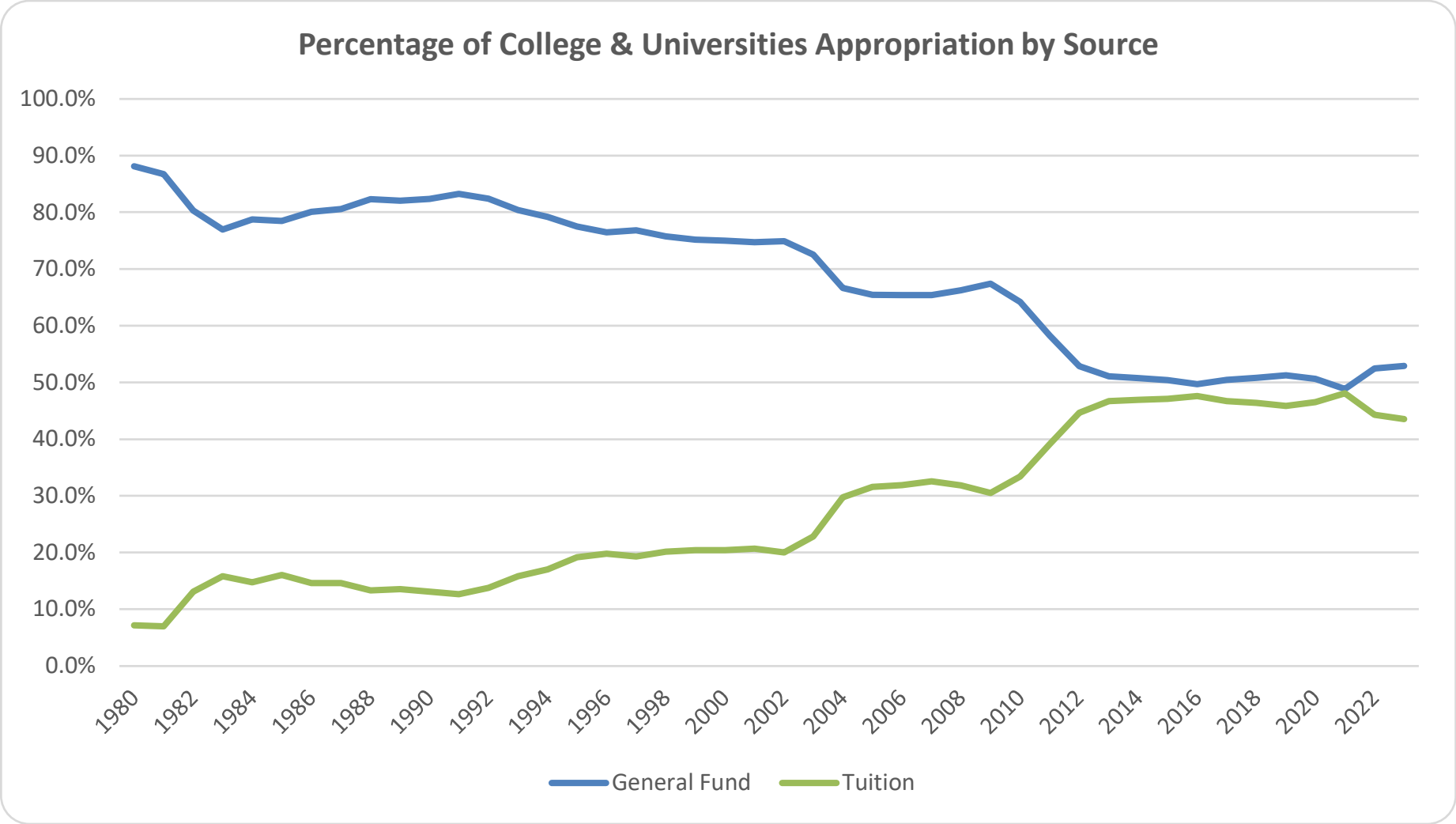
FY17
FY19
FY21


Percentage of College & Universities Appropriation by Source
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1980
1982
1984
1986
1988
1990
1992
1994
1996
1998
2000
2002
2004
2006
2008
2010
2012
2014
2016
2018
2020
2022
General Fund
Tuition

Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2021

ATTACHMENT 10

		Policy Section	BSU	ISU	UI	LCSC	Total
1	**Board Policy Tuition Waivers, Policy Section V.T.**						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	$4,076,013	$2,160,860	$6,584,017		$12,820,890
3	GI Bill Non-Resident Waivers	SBOE V.T.2.c	$2,215,836	$78,955	$864,741	$57,850	$3,217,382
4							
5	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	$3,302,361	$1,995,519	$2,262,728	$1,137,194	$8,697,802
6		Nonresident Fee	$16,920	$16,622	$19,236	$13,256	16,509
7	Policy: Universities - 225, LCSC 110	Equivalent FTE	195	120	118	86	132
8							
9	**Waivers Subject to 6% Limitation**	SBOE V.T.2.d	$13,327,092	$7,444,987	$3,613,896	$1,421,132	$25,807,107
10	Annual FTE	Student FTE	16,966	9,311	8,812	2,542	37,631
11		Nonresident Fee	$16,920	$16,622	$19,236	$13,256	16,509
12	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	4.6%	4.8%	2.1%	4.2%	4.2%
13							
14	**Other Board Policy Exchange Programs**						
15	Exchange Student Waivers (1)	SBOE V.T.2.e	$0	$49,866	$45,630	$0	$95,496
16	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	$0	$1,336,599	$0	$0	$1,336,599
17	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	$33,038,015	$1,392,739	$17,400,373	$380,796	$52,211,923
18	**Total Other Board Policy Exchange Programs**		**$33,038,015**	**$2,779,204**	**$17,446,003**	**$380,796**	**$53,644,018**
19							
20	**Total Board Policy Tuition Waivers**		**$55,959,317**	**$14,459,525**	**$30,771,385**	**$2,996,972**	**$100,969,817**
21	**Other Waivers and Discounts**						
22	Staff and Spouse Fees	SBOE V.R.3.a.vi	$1,716,908	$2,216,009	$1,413,840	$112,395	$5,459,152
23	Senior Citizen Fees	SBOE V.R.3.a.vii	$198,477	$327,193	$196,923	$38,341	$760,934
24	Dependent Fees	SBOE V.R.3.a.vi	$762,982	$384,976	$333,817	$79,672	$1,561,447
25	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	$2,059,944	$4,932,730	$678,750	$83,232	$7,754,656
26	Staff, Spouse, Dependent Fees of other Idaho institutions	SBOE V.R.3.a.vi	$19,063	$920,422	$24,037	$112,113	$1,075,635
27	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		$2,494	$6,024		$8,518
28	Idaho National Laboratory	SBOE V.T.2.g		$62,587	$292,793		$355,380
29	BYU-UI	SBOE V.T.2.g			$1,442		$1,442
30	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			$0		$0
31	Native American Tuition Waiver, pilot program	Board approved		$376,805	$163,506		$540,311
32	EDA-Nez Perce Tribe	1969 approval			$0	$63,252	$63,252
33	**Total Other Waivers and Discounts**		**$4,757,374**	**$9,223,216**	**$3,111,132**	**$489,005**	**$17,580,727**
34	**Total FY21 Waivers and Discounts**		**$60,716,691**	**$23,682,741**	**$33,882,517**	**$3,485,977**	**$118,550,544**
35	FY21 Gross Student Fees		233,798,226	138,151,212	132,581,735	20,016,717	524,547,890
36	FY21 Net Student Fees from Operating Revenue per audited F/S		171,685,211	107,387,983	92,737,286	12,328,717	384,139,197
37	FY21 Scholarship Discounts & Allowances per audited F/S		29,075,000	27,984,025	22,398,446	7,688,000	87,145,471
38	Student Fee Revenue related to Exchange Program Discounts (reduced rate)		33,038,015	2,779,204	17,446,003		53,263,222
39	Percentage of Total Gross Student Fees Waived or Discounted		25.97%	17.14%	25.56%	17.42%	22.60%
40							
41	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.						
42	(1) Includes only waivers for incoming exchange students.						
43	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.						
44							
45	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110	
46	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11	
47	Total athletics waivers permitted		248	248	248	121	
48	Percentage of FY 21 Student FTE		1.5%	2.7%	2.8%	4.8%	

650 W. State Street ● Suite 307 ● Boise, ID ● 83702
P.O. Box 83720 ● Boise, ID ● 83720-0037

March 2, 2022

Chairmen Agenbroad and Youngblood and Members of the Joint Finance-Appropriations Committee,

On behalf of the presidents of Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, I send this letter to thank you for your continued support of higher education and service to the state of Idaho.

The Board and its institutions are sincerely appreciative of the Governor's and JFAC's commitment to working with the Board and its institutions in the coming year to ensure they remain affordable, competitive and successful for Idaho students and families.

Budgeted line items will fund critical new programs that will provide important opportunities for Idaho students and businesses. In addition, a fully funded change in employee compensation for FY2023 will result in better recruitment and retention of our employees, as well as provide the institutions more sustainable operating budgets.

As you know, the Board is vested with the constitutional and statutory responsibility to govern our higher education institutions. Idaho's college and universities rely on tuition to fund a significant portion of their budgets, some much more than others. Our responsibility as a Board is to ensure the institutions have the resources to operate, and this includes the ability to adjust tuition as necessary. We have not raised tuition for the past two consecutive years, but our institutions' costs to operate have continued to increase – especially in the face of the current significant inflationary pressures. Therefore, in full and fair disclosure, a tuition increase will be necessary in the near future.

However, with the successful passage and enactment of the College and Universities budget to be approved by the committee on March 2, 2022, based on my conversation with the presidents of the institutions, they will commit to hold the line and not request an increase for resident, undergraduate tuition rates for FY2023. Those levels would include the rates indicated below.

University of Idaho	$4,170
Boise State University	$4,030
Idaho State University	$3,936
Lewis-Clark State College	$3,491

*Per semester, full-time student tuition

I will note, however, the proposed motion would cover a known ongoing cost with one-time funds from the Higher Education Stabilization Fund (HESF). This is challenging for two reasons. First, HESF is a rainy-day fund, and using it in a year of economic growth depletes these funds for when they may be needed in times of economic downturn. Second, covering an ongoing expense with one-time funds simply steepens the cliff for a tuition hike next year and will put additional pressure on the General Fund in an environment of continued economic uncertainty.

Thank you once again for your support.

Sincerely,

Kurt Liebich
President

Boise State University
FY2023 Student Tuition and Fee Request

New Consolidated Mandatory Fee and Categories

The State Board of Education has recently adopted the use of a consolidated mandatory fee which is inclusive of all facilities, activity, and technology fees. The purpose of this memo is to solicit proposals for **new or increased activity fees** specifically. State Board policy describes these as "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".

Per State Board guidance, all elements of the consolidated mandatory fee then fall within one of the following four categories:

Student Enrollment, Engagement, and Success

The student enrollment, engagement and success fees provide funding to support the multitude of activities and services available to students, both on and off campus. Included in these fees are scholarships, student employment opportunities, funding to support student success initiatives, and enrollment (recruitment and retention) activities.

Institutional Operations, Services, and Support

These fees support departmental and infrastructure needs of the college and universities, including construction and maintenance of facilities and related debt service; instructional and computing resources; student involvement services and participation with athletic, arts, and cultural events.

Student Health & Wellness

The student health and wellness fees support students physical and mental health and well-being. Students' fees also allow for access to the health and counseling centers throughout the year as well as utilize well-being and fitness programs and facilities for overall improvement of the student experience. Also included are the facilities, maintenance, and programs available through the recreation and intramural programs.

Student Government

This fee is to support the student government officers elected by students and support them, their initiatives, and their overall experience. Students are provided the means to engage in discussions, events, and opportunities that interest them, are new to them, and challenge them. A subset of this fee would be student activities, clubs, and organizations, and students would be allowed to opt-out of that fee.

The Fee Hearing Process

Boise State's Executive Tuition and Student Fee Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on tuition and fee recommendations. This structure is designed to give the student body an active voice in the annual proceedings while providing a strong role in recommendations regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students and advisory staff.

In March, the Executive Tuition and Student Fee Committee held open hearings that included presentations on the proposed rates and accepted public testimony.

Tuition/Fee Request Overview

Boise State has been actively engaged in discussions involving funding models within higher education in Idaho to address funding inequities that exist among the state institution. As you know, Boise State remains significantly lower than the other universities in base funding per student, per degree, and per EWA calculated student credit hour.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges while our facilities fee remains the highest as we pay for past investments made to expand our campus to keep pace with growing enrollment.

For full-time students, defined as student enrolling in 11 or more credits for AY23, Boise State University recommends an annual rate tuition and fee rate of $8,364. This requested increase includes no increase in tuition and an annual increase in fees of $304. Part-time rates are proposed at $380.45 per credit hour.

Self-Support Programs and Online Fee Programs

All self-support and online programs are required/expected to cover all program costs, including CEC approved by the legislature and increases in employee benefits costs. Increases are proposed for the following self-support and online programs:

- Bachelor of Criminal Justice: A $12.50 increase is requested to cover increased costs due to the use of more full-time faculty in the program, enhancements to advising, and CEC and benefit rate increases.
- Graduate Certificate in Mathematics, Learning and Leadership: A $75 increase is requested to cover increased costs
- M.A. in Education, Language, Literacy, and Culture: A $47.50 increase is requested to cover cost increases for the program including CEC and benefit

rate increases. This increase will bring the program costs closer to the regular graduate tuition rate.

- Organizational Performance and Workplace Learning (OWPL): A $30 increases is requested to cover increased costs

Attachments:

Attachment 1	Schedule detailing the tuition and fee changes
Attachment 2	Schedule displaying a 4-year history of Board-approved fees and the FY 2022 requested fees
Attachment 3	Chart: Cost of Attending College vs. Per Capita Income
Attachment 4	Chart: Cost to Deliver College and Cost to Deliver Per FTE
Attachment 5	Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
Attachment 6	Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY22 Fees	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
1	**Full-time Undergraduate (students enrolled in 11 or more credit hours):**					
2	Resident Tuition	$5,532.36	$5,532.36	$5,532.36	$0.00	0.0%
3	Consolidated Mandatory Fee:	$2,527.64			(2,527.64)	
4	Student Enrollment, Engagement and Success		$101.00	$101.00	101.00	0.0%
5	Institutional Operations, Services and Support		$2,407.42	$2,407.42	2,407.42	0.0%
6	Student Health and Wellness		$296.22	$296.22	296.22	0.0%
7	Student Government		$19.00	$19.00	19.00	0.0%
8	Student Government - Opt Out Option		$8.00	$8.00	8.00	0.0%
9	**Total Full-time Fees**	$8,060.00	$8,364.00	$8,364.00	$304.00	3.8%
10						
11	**Part-time Undergraduate per Credit Hour:**					
12	Resident Tuition	$251.75	$251.75	$251.75	$0.00	0.0%
13	Consolidated Mandatory Fee:	$114.89			(114.89)	
14	Student Enrollment, Engagement and Success		$4.59	$4.59	4.59	0.0%
15	Institutional Operations, Services and Support		$109.42	$109.42	109.42	0.0%
16	Student Health and Wellness		$13.46	$13.46	13.46	0.0%
17	Student Government		$0.87	$0.87	0.87	0.0%
18	Student Government - Opt Out Option		$0.36	$0.36	0.36	0.0%
19	**Total Part-time Cr Hr Fees**	$366.64	$380.45	$380.45	$13.81	3.8%
20						
21	**Full-time Undergraduate Summer per Credit Hour:**					
22	Resident Tuition	$199.08	$199.08	$199.08	$0.00	0.0%
23	Consolidated Mandatory Fee:	$93.67			(93.67)	
24	Student Enrollment, Engagement and Success		$3.63	$3.63	3.63	0.0%
25	Institutional Operations, Services and Support		$88.83	$88.83	88.83	0.0%
26	Student Health and Wellness		$12.74	$12.74	12.74	0.0%
27	Student Government		$0.80	$0.80	0.80	0.0%
28	Student Government - Opt Out Option		$0.29	$0.29	0.29	0.0%
29	**Total Full-time Fees**	$292.75	$305.37	$305.37	$12.62	4.3%
30						
31	**Part-time Undergraduate Summer per Credit Hour:**					
32	Resident Tuition	$199.08	$199.08	$199.08	$0.00	0.0%
33	Consolidated Mandatory Fee:	$93.67			(93.67)	
34	Student Enrollment, Engagement and Success		$3.63	$3.63	3.63	0.0%
35	Institutional Operations, Services and Support		$88.83	$88.83	88.83	0.0%
36	Student Health and Wellness		$12.74	$12.74	12.74	0.0%
37	Student Government		$0.80	$0.80	0.80	0.0%
38	Student Government - Opt Out Option		$0.29	$0.29	0.29	0.0%
39	**Total Summer Cr Hr Fees**	$292.75	$305.37	$305.37	$12.62	4.3%
40						
41	**Full-Time Graduate (students enrolled in 9 or more credit hours):**					
42	Graduate Resident Tuition	$5,532.36	$5,532.36	$5,532.36	$0.00	0.0%
43	Full-Time Grad Fee	$1,578.00	$1,704.00	1,704.00	126.00	8.0%
44	Consolidated Mandatory Fee:	$2,527.64			(2,527.64)	-100.0%
45	Student Enrollment, Engagement and Success		$101.00	$101.00	101.00	0.0%
46	Institutional Operations, Services and Support		$2,407.42	$2,407.42	2,407.42	0.0%
47	Student Health and Wellness		$296.22	$296.22	296.22	0.0%
48	Student Government		$19.00	$19.00	19.00	0.0%
49	Student Government - Opt Out Option		$8.00	$8.00	8.00	0.0%
50	**Total Graduate Full-time Fees**	$9,638.00	$10,068.00	$10,068.00	$430.00	4.5%
51						

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY22 Fees	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
52	**Part-Time Graduate per Credit Hour**					
53	Part-time Resident Tuition	$251.75	$251.75	$251.75	$0.00	0.0%
54	Part-time Graduate Fee	$103.00	$111.00	$111.00	$8.00	7.8%
55	Consolidated Mandatory Fee:	$114.89			($114.89)	-100.0%
56	Student Enrollment, Engagement and Success		$4.59	$4.59	$4.59	0.0%
57	Institutional Operations, Services and Support		$109.42	$109.42	$109.42	0.0%
58	Student Health and Wellness		$13.46	$13.46	$13.46	0.0%
59	Student Government		$0.87	$0.87	$0.87	0.0%
60	Student Government - Opt Out Option		$0.36	$0.36	$0.36	0.0%
61	**Total Graduate Part-time Cr Hr Fees**	$469.64 #	$491.45	$491.45	$21.81	4.6%
62						
63	**Full-time Graduate Summer per Credit Hour:**					
64	Part-time Resident Tuition	$199.08	$199.08	$199.08	$0.00	0.0%
65	Part-time Graduate Fee	$75.00	$81.00	$81.00	$6.00	8.0%
66	Consolidated Mandatory Fee:	$93.67			($93.67)	-100.0%
67	Student Enrollment, Engagement and Success		$3.63	$3.63	$3.63	0.0%
68	Institutional Operations, Services and Support		$88.83	$88.83	$88.83	0.0%
69	Student Health and Wellness		$12.74	$12.74	$12.74	0.0%
70	Student Government		$0.80	$0.80	$0.80	0.0%
71	Student Government - Opt Out Option		$0.29	$0.29	$0.29	0.0%
72	**Total Graduate Part-time Cr Hr Fees**	$367.75 #	$386.37	$386.37	$18.62	5.1%
73						
74	**Part-time Graduate Summer per Credit Hour:**					
75	Part-time Resident Tuition	$199.08	$199.08	$199.08	$0.00	0.0%
76	Part-time Graduate Fee	$75.00	$81.00	$81.00	$6.00	8.0%
77	Consolidated Mandatory Fee:	$93.67			($93.67)	-100.0%
78	Student Enrollment, Engagement and Success		$3.63	$3.63	$3.63	0.0%
79	Institutional Operations, Services and Support		$88.83	$88.83	$88.83	0.0%
80	Student Health and Wellness		$12.74	$12.74	$12.74	0.0%
81	Student Government		$0.80	$0.80	$0.80	0.0%
82	Student Government - Opt Out Option		$0.29	$0.29	$0.29	0.0%
83	**Total Graduate Part-time Cr Hr Fees**	$367.75 #	$386.37	$386.37	$18.62	5.1%
84						
85	**Non-Resident Tuition (includes mandatory fees listed above):**					
86	Undergraduate Nonresident - FT	$24,980.00	$25,701.10	$25,701.10	$721.10	2.9%
87	Undergraduate Nonresident - PT	$723.64	$780.45	$780.45	$56.81	7.9%
88	Undergraduate Nonresident - Summer	$327.75	$345.37	$345.37	$17.62	5.4%
89	Graduate Nonresident - FT	$26,558.00	$27,405.10	$27,405.10	$847.10	3.2%
90	Graduate Nonresident - PT	$826.64	$891.45	$891.45	$64.81	7.8%
91	Graduate Nonresident - Summer	$402.75	$426.30	$426.30	$23.55	5.8%
92						
93	**Professional Fees:**					
94	Undergrad. Nursing	$1,356.00		$1,356.00	$0.00	0.0%
95	Engineering Prog. (pch upper division)	$35.00		$35.00	$0.00	0.0%
96						

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY22 Fees	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
97	**Self-Support Fees per Credit Hour:**					
98	Executive MBA	$1,245.00		$1,245.00	$0.00	0.0%
99	MBA Online	$750.00		$750.00	$0.00	0.0%
100	Bachelor of Criminal Justice: Twin Falls	$287.50		$300.00	$12.50	4.3%
101	Master of Social Work Coeur d'Alene	$425.00		$425.00	$0.00	0.0%
102	Bachelor of Social Work: Twin Falls	$297.50		$297.50	$0.00	0.0%
103	Doctor of Nurse Practice (DNP)	$820.00		$820.00	$0.00	0.0%
104	Adult Gerontology Nurse Practitioner (AGNP) and Graduate Certific	$890.00		$890.00	$0.00	0.0%
105	B.S. in Nursing (RN to BSN)	$350.00		$350.00	$0.00	0.0%
106	B.S. Respiratory Care (R.R.T. to B.S.)	$300.00		$300.00	$0.00	0.0%
107	M.Ed., Specialist in Exec. Ed. Leadership	$420.00		$420.00	$0.00	0.0%
108	Graduate Certificate in Mathematcs, Learning & Leadership	$225.00		$300.00	$75.00	33.3%
109	M.A. in Education, Language, Literacy, and Culture	$422.50		$470.00	$47.50	11.2%
110	Master of Athletic Leadership	$385.00		$385.00	$0.00	0.0%
111						
112	**Online Program Fees per Credit Hour:**					
113	BS Imaging Sciences	$395.00		$395.00	$0.00	0.0%
114	Master of Social Work Online	$495.00		$495.00	$0.00	0.0%
115	Org. Perf. & Workplace Learn and Graduate Certificates	$500.00		$530.00	$30.00	6.0%
116	Cert. in User Research (UX) Professional	$350.00		$350.00	$0.00	0.0%
117	BAS / IPS	$350.00		$350.00	$0.00	0.0%
118	B.B.A. Management	$350.00		$350.00	$0.00	0.0%
119	Bachelor of Public Health and Certificate	$350.00		$350.00	$0.00	0.0%
120	BA Integrated Strategic Communication and Certficates	$350.00		$350.00	$0.00	0.0%
121	Online Degree Pathway	$350.00		$350.00	$0.00	0.0%
122	Business Creation Undergrad Certificate	$350.00		$350.00	$0.00	0.0%
123	Conflict Mgmt Undergrad Certificate	$350.00		$350.00	$0.00	0.0%
124	Conflict Mgmt Grad Certificate	$435.00		$435.00	$0.00	0.0%
125	Master of Accountancy and Graduate Certificate	$545.00		$545.00	$0.00	0.0%
126	EdTech Masters and Grad Certificates	$478.00		$478.00	$0.00	0.0%
127	EdTech PhD	$599.00		$599.00	$0.00	0.0%
128	Master of Respiratory Care	$500.00		$500.00	$0.00	0.0%
129	Master in Genetic Counseling	$982.00		$982.00	$0.00	0.0%
130	Analyst and Threat Intelligence Grad. Cert	$525.00		$525.00	$0.00	0.0%
131	Resilience Engineering Grad. Cert	$525.00		$525.00	$0.00	0.0%
132	Governance Policy Admin. Grad. Cert	$525.00		$525.00	$0.00	0.0%
133	MS in Cyber Operations and Resilience	$525.00		$525.00	$0.00	0.0%
134	BS Cyber Operations and Resilience	$350.00		$350.00	$0.00	0.0%
135	BAS Cyber Operations and Resilience	$350.00		$350.00	$0.00	0.0%
136	BA Digital Innovation and Design	$350.00		$350.00	$0.00	0.0%
137	Master of Population and Health Systems Mngmnt	$790.00		$790.00	$0.00	0.0%
138	Computer Assisted Language Learning Certficate	$478.00		$478.00	$0.00	0.0%
139						
140	**Other Fees:**					
141	Western Undergrad Exchange (tuition and fees)	$12,090.00	$12,546.00	$12,546.00	$456.00	3.8%
142	Course Overload Tuition	$252.00		$252.00	$0.00	0.0%
143	In-service Fees/Cr Hr - Undergrad	$129.00		$131.00	$2.00	1.6%
144	In-service Fees/Cr Hr - Graduate	$167.00		$172.00	$5.00	3.0%
145	Dual Credit Fee	$75.00		$75.00	$0.00	0.0%
146	New Student Orientation Fee	$175.00		$175.00	$0.00	0.0%
		$126,772.84		$130,796.03		

Full- & part-time fees are effective Fall Semester 2022. Summer fees are effective Summer 2023.

ATTACHMENT 2

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$5,258.80	$5,532.36	$5,532.36	$5,532.36	$5,532.36	$273.56	5.2%
3	Technology Fee	244.60	257.14	257.14			(244.60)	-100.0%
4	Facilities Fees	1,359.60	1,389.60	1,389.60			(1,359.60)	-100.0%
5	Student Activity Fees	831.00	888.90	880.90			(831.00)	-100.0%
6	Consolidated Mandatory Fee:				2,527.64		0.00	-100.0%
7	Student Enrollment, Engagement and Success					$101.00	101.00	100.0%
8	Institutional Operations, Services and Support					$2,407.42	2,407.42	100.0%
9	Student Health and Wellness					$296.22	296.22	100.0%
10	Student Government					$19.00	19.00	100.0%
11	Student Government - Opt Out Option					$8.00	8.00	100.0%
12	**Total Full-time Fees**	$7,694.00	$8,068.00	$8,060.00	$8,060.00	$8,364.00	$670.00	8.7%
13	Percentage Increase	5.0%	4.9%	-0.1%	0.0%	3.8%		
14								
15	**Part-time Credit Hour Fees**							
16	Resident Tuition	$239.31	$251.75	$251.75	$251.75	$251.75	$12.44	5.2%
17	Technology Fee	11.12	11.69	11.69			(11.12)	-100.0%
18	Facilities Fees	61.80	63.16	63.16			(61.80)	-100.0%
19	Student Activity Fees	37.77	40.40	40.04			(37.77)	-100.0%
20	Consolidated Mandatory Fee:				114.89		0.00	-100.0%
21	Student Enrollment, Engagement and Success					4.59	4.59	100.0%
22	Institutional Operations, Services and Support					109.42	109.42	100.0%
23	Student Health and Wellness					13.46	13.46	100.0%
24	Student Government					0.87	0.87	100.0%
25	Student Government - Opt Out Option					0.36	0.36	100.0%
26	**Total Part-time Cr Hr Fees**	$350.00	$367.00	$366.64	$366.64	$380.45	$30.45	8.7%
27								
28	**Summer Fees**							
29	Resident Tuition	$187.91	$199.08	$199.08	$199.08	$199.08	$11.17	5.9%
30	Technology Fee	8.90	8.90	8.90			(8.90)	-100.0%
31	Facilities Fees	49.44	49.44	49.44			(49.44)	-100.0%
32	Student Activity Fees	33.75	35.58	35.33			(33.75)	-100.0%
33	Consolidated Mandatory Fee:				93.67		0.00	-100.0%
34	Student Enrollment, Engagement and Success					3.63	3.63	100.0%
35	Institutional Operations, Services and Support					88.83	88.83	100.0%
36	Student Health and Wellness					12.74	12.74	100.0%
37	Student Government					0.80	0.80	100.0%
38	Student Government - Opt Out Option					0.29	0.29	100.0%
39	**Total Summer Fees**	$280.00	$293.00	$292.75	$292.75	$305.37	$25.37	9.1%
40								
41	**Other Student Fees**							
42	Graduate Fees:							
43	Full-time Grad/Prof	$1,500.00	$1,578.00	$1,578.00	$1,578.00	$1,704.00	$204.00	13.6%
44	Part-time Graduate/Hour	$98.00	$103.00	$103.00	$103.00	$111.00	$13.00	13.3%
45	Nonresident Tuition:							
46	Nonres Tuition - Full Time Premium	$16,082.00	$16,920.00	$16,920.00	$16,920.00	$17,337.10	$1,255.10	7.8%
47	Nonres Tuition - Part Time Premium	$339.00	$357.00	$357.00	$357.00	$400.00	$61.00	18.0%
48	Professional Fees:							
49	Undergrad. Nursing	$1,356.00	$1,356.00	$1,356.00	$1,356.00	$1,356.00	$0.00	0.0%
50	Engineering Prog. (pch upper division)	$35.00	$35.00	$35.00	$35.00	$35.00	$0.00	0.0%
51	Self-Support Program Fees:							
52	Executive MBA	$1,245.00	$1,245.00	$1,245.00	$1,245.00	$1,245.00	$0.00	0.0%
53	MBA Online	$750.00	$750.00	$750.00	$750.00	$750.00	$0.00	0.0%
54	Bachelor of Criminal Justice: Twin Falls	$275.00	$275.00	$275.00	$287.50	$300.00	$25.00	9.1%
55	Master of Social Work: Coeur d'Alene	$400.00	$400.00	$400.00	$425.00	$425.00	$25.00	6.3%
56	Bachelor of Social Work: Twin Falls	$275.00	$275.00	$275.00	$297.50	$297.50	$22.50	8.2%
57	Doctor of Nurse Practice (DNP)	$750.00	$750.00	$750.00	$820.00	$820.00	$70.00	9.3%
58	Adult Gerontology Nurse Practitioner (AGNP) & Grad Certificate	$750.00	$890.00	$890.00	$890.00	$890.00	$140.00	18.7%
59	B.S. in Nursing (RN to BSN)	$350.00	$350.00	$350.00	$350.00	$350.00	$0.00	0.0%
60	B.S. Respiratory Care (R.R.T. to B.S.)	$300.00	$300.00	$300.00	$300.00	$300.00	$0.00	0.0%
61	M.Ed., Specialist in Exec. Ed. Leadership	$420.00	$420.00	$420.00	$420.00	$420.00	$0.00	0.0%
62	Grad Cert Mathematcs, Learning & Leadership	$225.00	$225.00	$225.00	$225.00	$300.00	$75.00	33.3%
63	M.A. in Education, Language, Literacy, and Culture	$375.00	$375.00	$375.00	$422.50	$470.00	$95.00	25.3%
64	Master of Athletic Leadership	$378.00	$378.00	$378.00	$385.00	$385.00	$7.00	1.9%
65	Online Program Fees							
66	Bachelor of Science in Imaging Science	$395.00	$395.00	$395.00	$395.00	$395.00	$0.00	0.0%
67	Master of Social Work Online	$495.00	$495.00	$495.00	$495.00	$495.00	$0.00	0.0%
68	Org. Perf. & Workplace Learn and Graduate Certificates	$450.00	$500.00	$500.00	$500.00	$530.00	$80.00	17.8%
69	Cert in User Research (UX) Professional	$497.00	$350.00	$350.00	$350.00	$350.00	($147.00)	-29.6%
70	BAS/IPS	$350.00	$350.00	$350.00	$350.00	$350.00	$0.00	0.0%
71	B.B.A. Management	$350.00	$350.00	$350.00	$350.00	$350.00	$0.00	0.0%
72	Bachelor of Public Health and Certificate	$350.00	$350.00	$350.00	$350.00	$350.00	$0.00	0.0%
73	BA Integrated Strategic Communication and Certificates	$350.00	$350.00	$350.00	$350.00	$350.00	$0.00	0.0%
74	Online Degree Pathway	n/a	$350.00	$350.00	$350.00	$350.00	n/a	n/a
75	Business Creation Undergrad Certificate	n/a	n/a	n/a	$350.00	$350.00	n/a	n/a
76	Conflict Mgmt Undergrad Certificate	n/a	n/a	n/a	$350.00	$350.00	n/a	n/a
77	Conflict Mgmt Grad Certificate	n/a	n/a	n/a	$435.00	$435.00	n/a	n/a

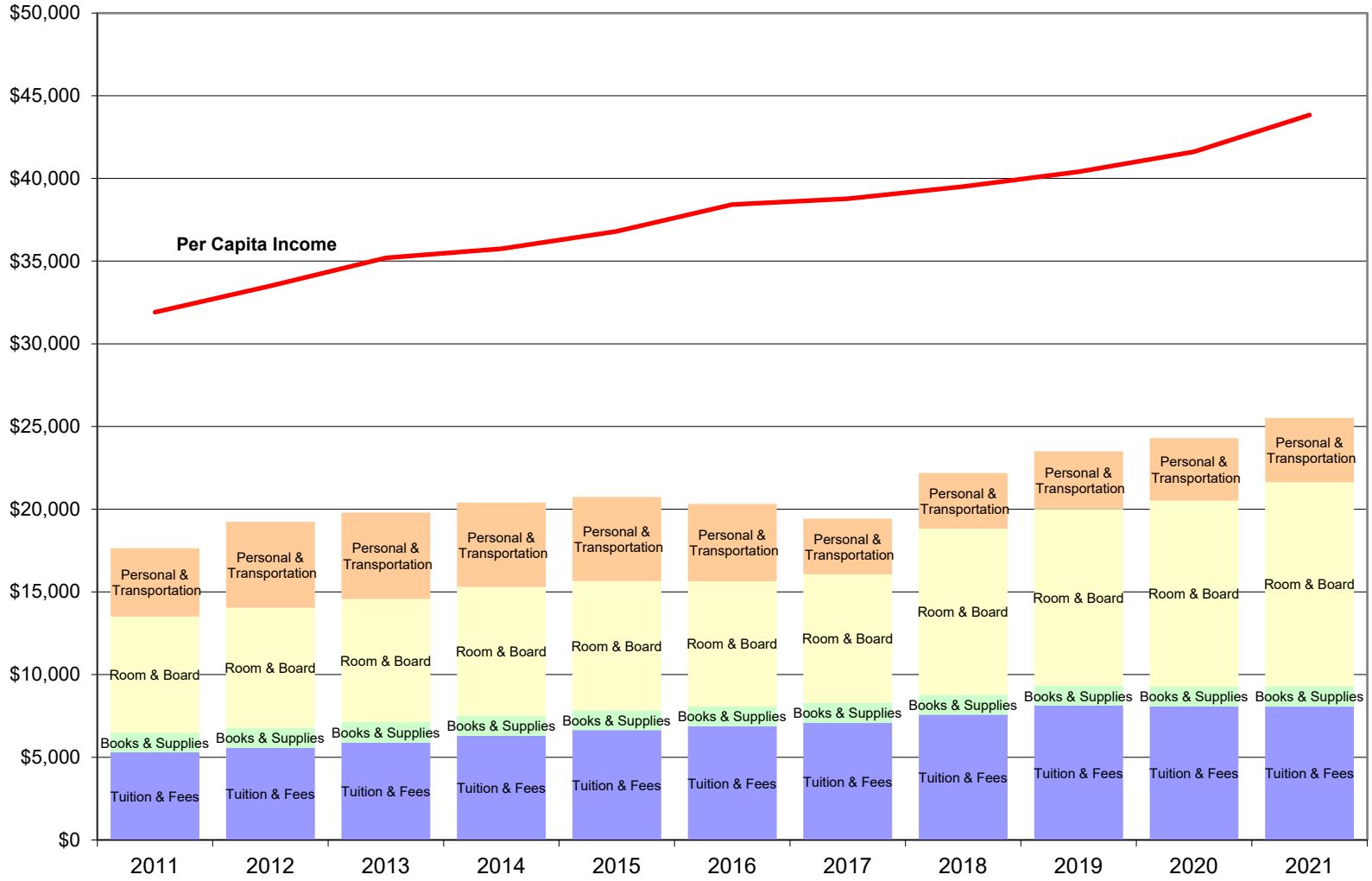
BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

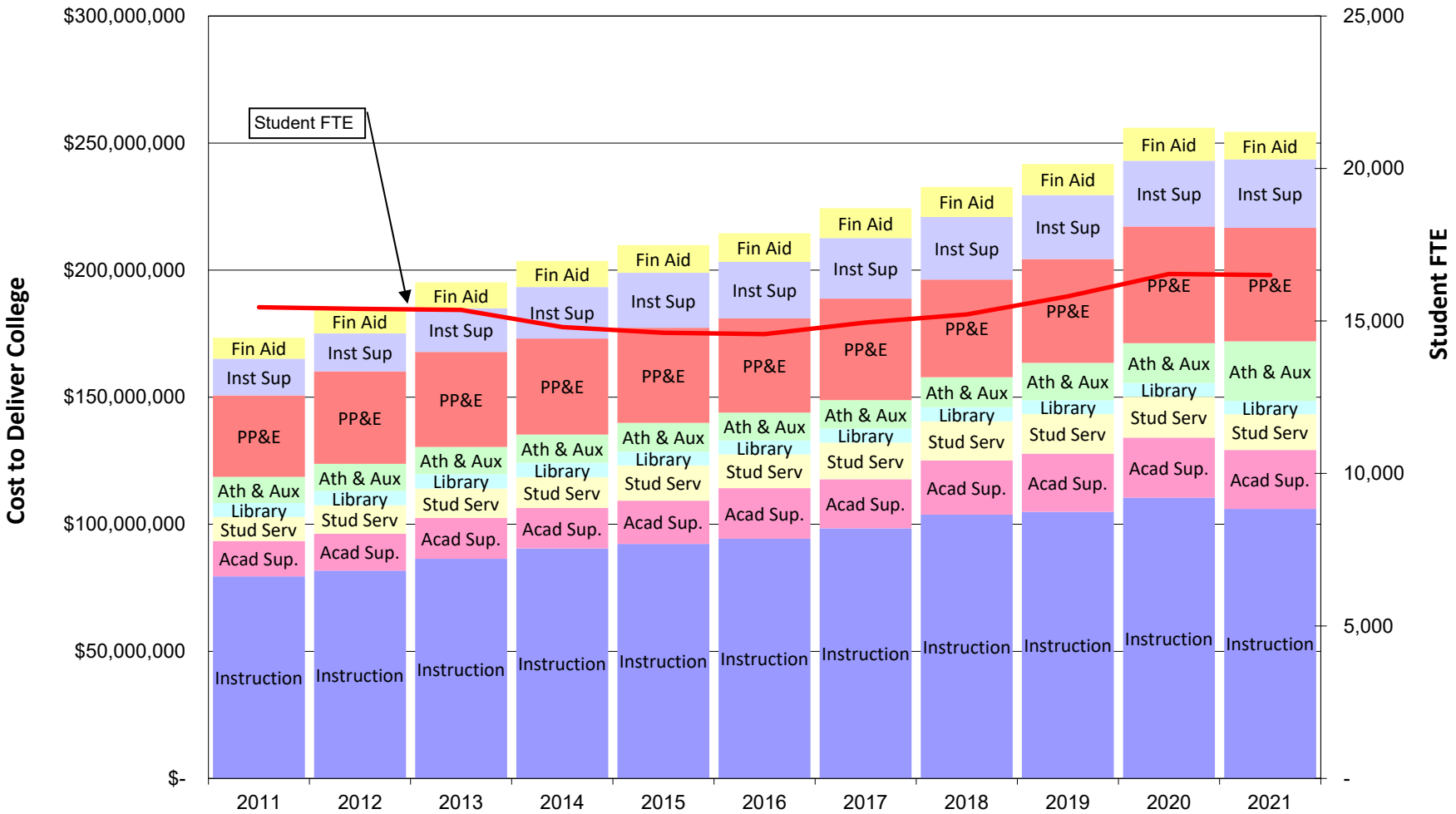
	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
78	M.S. Accountancy	$450.00	$495.00	$495.00	$545.00	$545.00	$95.00	21.1%
79	EdTech Masters and Grad Certificates	$464.00	$478.00	$478.00	$478.00	$478.00	$14.00	3.0%
80	EdTech PhD	$581.00	$599.00	$599.00	$599.00	$599.00	$18.00	3.1%
81	Master of Respiratory Care	$500.00	$500.00	$500.00	$500.00	$500.00		
82	Master of Genetic Counseling	n/a	$982.00	$982.00	$982.00	$982.00	n/a	n/a
83	Analyst and Threat Intelligence Grad. Cert	n/a	n/a	n/a	$525.00	$525.00	n/a	n/a
84	Resilience Engineering Grad. Cert	n/a	n/a	n/a	$525.00	$525.00	n/a	n/a
85	Governance Policy Admin. Grad. Cert	n/a	n/a	n/a	$525.00	$525.00	n/a	n/a
86	MS in Cyber Operations and Resilience	n/a	n/a	n/a	$525.00	$525.00	n/a	n/a
87	BS Cyber Operations and Resilience	n/a	n/a	n/a	$350.00	$350.00	n/a	n/a
88	BAS Cyber Operations and Resilience	n/a	n/a	n/a	$350.00	$350.00	n/a	n/a
89	BA Digital Innovation and Design	n/a	n/a	n/a	$350.00	$350.00	n/a	n/a
90	Master of Population and Health Systems Mngmnt	n/a	n/a	n/a	$790.00	$790.00	n/a	n/a
91	Computer Assisted Language Learning Certficate	n/a	n/a	n/a	$478.00	$478.00	n/a	n/a
92	Other Fees:							
93	Western Undergrad Exchange Premium	$3,846.00	$4,034.00	$4,030.00	$4,030.00	$4,182.00	$336.00	8.7%
94	Tuition over 16 hours (AY18 over 15 hours)	$239.00	$252.00	$252.00	$252.00	$252.00	$13.00	5.4%
95	In-service Fees/Cr Hr - Undergrad	$122.00	$129.00	$129.00	$129.00	$131.00	$9.00	7.4%
96	In-service Fees/Cr Hr - Grad	$160.00	$170.00	$170.00	$167.00	$172.00	$12.00	7.5%
97	Dual Credit Fee	$75.00	$75.00	$75.00	$75.00	$75.00	$0.00	0.0%
98	New Student Orientation Fee	$175.00	$175.00	$175.00	$175.00	$175.00	$0.00	0.0%

Cost of Attending College vs. Per Capita Income
Boise State University



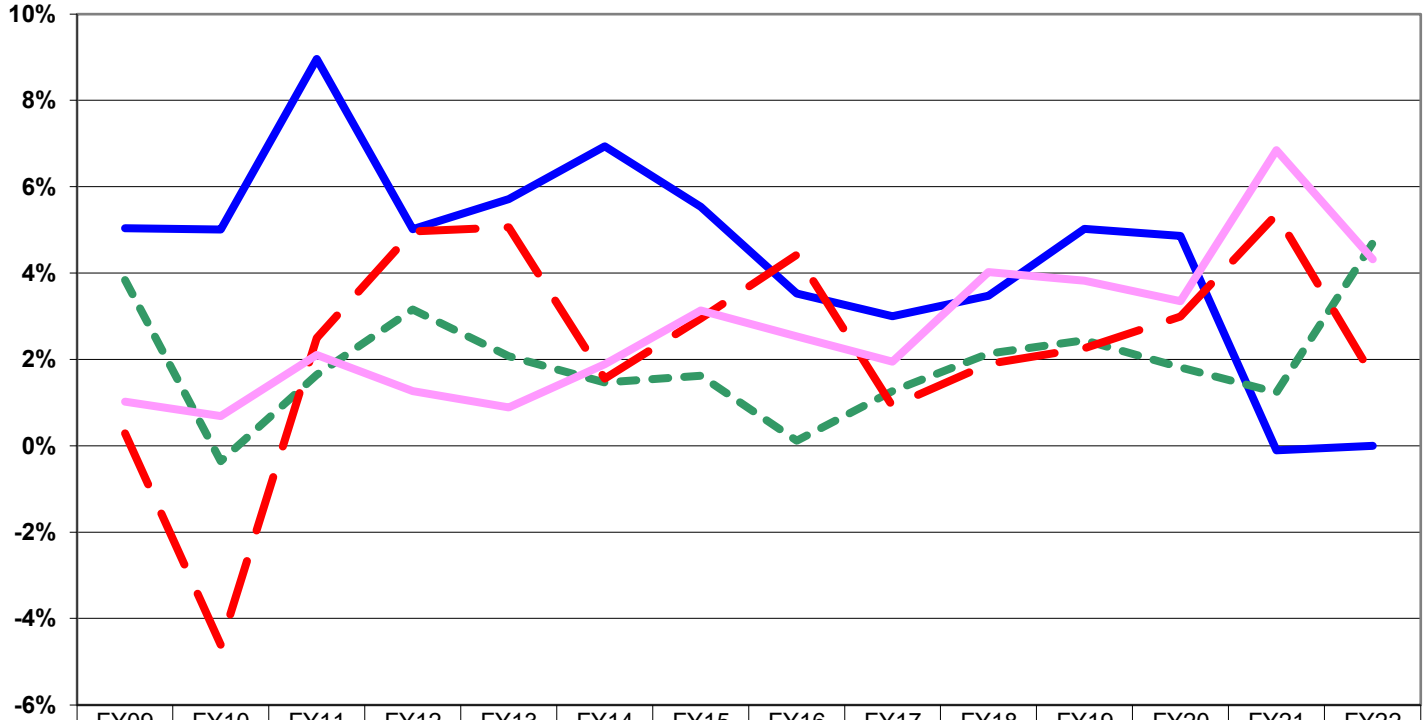
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Boise State University



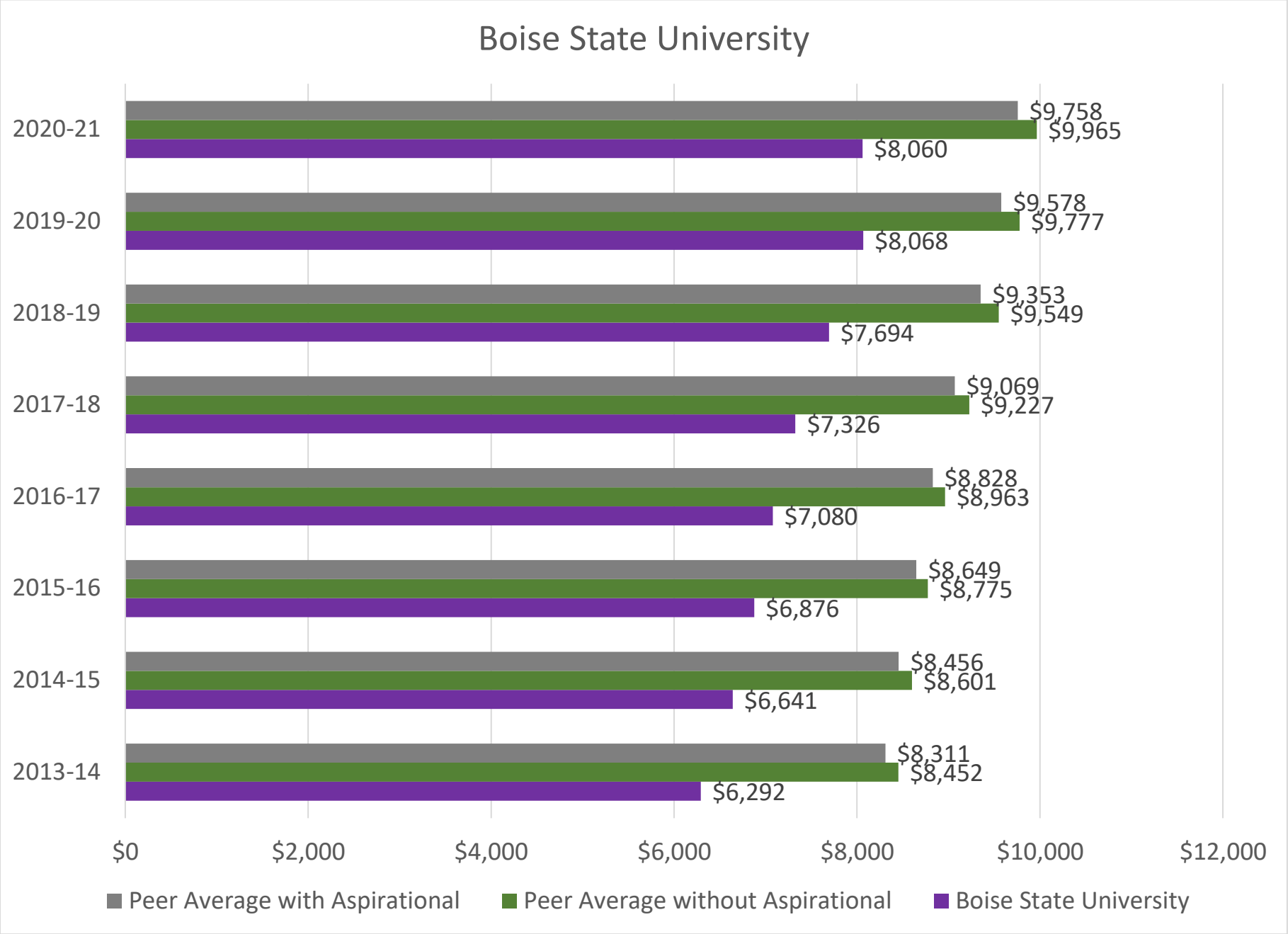
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Boise State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%	5.02%	4.86%	-0.10%	0.00%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%	1.23%	4.70%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.06%	1.55%	2.95%	4.42%	0.91%	1.90%	2.26%	2.99%	5.36%	1.61%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.53%	1.95%	4.03%	3.82%	3.35%	6.85%	4.32%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2022


Boise State University
2020-21
$9,758
$9,965
$8,060
2019-20
$9,578
$9,777
$8,068
2018-19
$9,353
$9,549
$7,694
2017-18
$9,069
$9,227
$7,326
2016-17
$8,828
$8,963
$7,080
2015-16
$8,649
$8,775
$6,876
2014-15
$8,456
$8,601
$6,641
2013-14
$8,311
$8,452
$6,292
$0
$2,000
$4,000
$6,000
$8,000
$10,000
$12,000
Peer Average with Aspirational
Peer Average without Aspirational
Boise State University

Idaho State University
FY2023 Student Tuition and Fee Request

Proposed Changes to Student Fees

Notice of public hearings to seek testimony on proposed tuition and fee increases for the 2022-2023 academic year was sent to the Associated Students of Idaho State University on February 17, 2022 and published in The Bengal newspaper on March 2, 2022. Public hearings were held on March 2 and 3, 2022 via Zoom. Members of ISU's Administrative and Leadership Councils were present to hear feedback and respond to questions.

The attached worksheet presents proposed tuition and fee rate changes for FY2023.

Summary of Proposed Tuition and Fees

Proposed fees for FY2023 are presented using the new Mandatory Student Activity Fee and optional Student Clubs and Organizations Fee structure as approved by the Board of Education in February 2022.

Mandatory Student Activity Fees

Mandatory Student Activity Fees are proposed at $1,014.78 per semester, a $42.80 or 4.4% increase over FY2022 rates. Part-time rates are proposed at $71.41 per credit hour, a $4.44 or 6.6% increase over FY2022 rates. These increases support three years' CEC and other inflationary costs for services and activities housed in local and auxiliary funds. These Mandatory Student Activity fees include an opt-out Student Clubs and Organizations Fee of $4.00/semester for full-time students and $.33/credit hour for part-time students.

Resident Undergraduate Tuition & Fees

There is no increase proposed for undergraduate resident tuition in FY2023. With the Mandatory Student Activity Fee increase, full-time resident undergraduate tuition and fees are proposed at $3,978.80/semester, a $42.80 or 1.1% increase over FY2022 rates. Part-time undergraduate rates are proposed at $406.44/credit hour, a $4.44 or 1.1% increase over FY2022 rates.

Resident Graduate Tuition & Fees

Full-time resident graduate tuition and fees are proposed at $5,315.12 per semester, a $153.14 or 3.0% increase over FY2022 rates. Part-time resident graduate tuition and fees are proposed at $540.48 per credit hour, a $15.51 or 3.0% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality graduate educational programs, to include anticipated CEC and fringe rate increases.

Non-Resident Tuition & Fees

Full-time non-resident undergraduate tuition and fees are proposed at $12,967.71 per semester, a $304.61 or 2.4% increase over FY2022 rates. Part-time non-resident undergraduate tuition and fees are proposed at $702.46 per credit hour, a $16.64 or 2.4% increase over FY2022 rates. Full-time non-resident graduate tuition and fees are proposed at $14,303.93 per semester, a $414.95 or 3.0% increase over FY2022 rates. Part-time non-resident graduate tuition and fees are proposed at $836.50 per credit hour, a $27.71 or 3.4% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality educational programs and services, to include anticipated CEC and fringe rate increases.

Professional Fees

ISU is proposing modest increases to select professional fees as outlined below. These recommendations are based on an analysis of program costs, student impact, workforce outcomes, and market conditions.

Athletic Training

The College of Health is proposing a professional fee increase of 1.5% ($11) for the Master of Science in Athletic Training. This increase will assist with covering costs associated with the anticipated Change in Employee Compensation (CEC) and fringe rate increases.

Audiology

The Audiology program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 25.0% ($22). This increase will assist with covering costs for equipment, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Dental Hygiene Bachelor of Science Program

The Dental Hygiene Department is proposing a professional fee increase of 11.8% ($492) for its Dental Hygiene Bachelor of Science Program. This increase will help cover costs for clinic supplies and instrument price increases, costs for N95 respirators, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Dental Hygiene Master of Science Program

The Dental Hygiene Department is proposing a professional fee increase of 12.1% ($20) for its Master of Science in Dental Hygiene Program. This increase will help cover upgrades to computer technology and equipment, support professional development of graduate faculty, cover marketing and recruitment initiatives, adjunct costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Dietetics

The Master of Science in Nutrition with Dietetic Internship Program within the department of Nutrition and Dietetics is proposing a professional fee increase of 1.5% ($16). This increase will assist with anticipated CEC and fringe rate increases.

Graduate Counseling

The Department of Counseling is proposing a professional fee increase of 7.8% ($51) for the Master in Counseling program. This increase will assist in covering upgrades to computer technology and equipment, support professional development of graduate faculty, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Idaho Dental Education Program (IDEP)

IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. The program fee is set by Creighton University.

Medical Laboratory Science

The Medical Lab Science program is proposing a professional fee increase of 4.8% ($36). This increase will assist with covering software costs for clinical placements and anticipated CEC and fringe rate increases.

Nursing BSN / RN to BS Completion / BS Accelerated

The BSN, RN to BS Completion, and the BS Accelerated programs in the School of Nursing are proposing a professional fee increase of 19.7% ($192). This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Nursing DNP

The Nursing DNP program in the School of Nursing is proposing a professional fee increase of 11.2% ($244). This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Nursing MSN

The Nursing MSN program in the School of Nursing is proposing a professional fee increase of 18.1% ($217). This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Nursing PhD

The Nursing PhD program in the School of Nursing is proposing a professional fee increase of 59.9% ($709). This increase will cover some of the costs associated with

simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Occupational Therapy

The Occupational Therapy (OT) Program is proposing a professional fee increase of 19.8% ($592) for non-resident students and 19.8% ($266) for resident students. These increases will help cover adjunct costs, additional supplies, equipment, software, and placement costs, and anticipated CEC and fringe rate increases.

Pharmacy

The College of Pharmacy is proposing a professional fee increase of 5.6% ($454) for non-resident students and 5.6% ($330) for resident students. These increases will assist with costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.

Physical Therapy

The Physical Therapy (PT) Program is proposing a professional fee increase of 8.7% ($308) for non-resident students and 8.7% ($142) for resident students. These increases will help cover the costs of transitioning of a 9-month faculty position to a 12-month position, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Physician Assistant

The department of Physician Assistant Studies is proposing an 8.7% ($659) increase in professional fees for non-resident students and a 7.3% ($543) increase for resident students. These increases will help cover the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.

Radiographic Science

The Radiographic Science Program is proposing a professional fee increase of 1.6% ($7). This increase will help cover the costs of anticipated CEC and fringe rate increases.

Sign Language Interpreting

The Sign Language Interpreting program is requesting a new professional fee of $120/cred hour. This program currently utilizes course fees, but now meets State Board of Education requirements to implement professional fees. This professional fee (in lieu of prior course fees) will be used to cover internship costs, knowledge and performance exam costs, library acquisition costs, supplies and materials, travel for faculty and students, background checks, accreditation fees, and costs associated with CEC and fringe rate increases.

Speech-Language Pathology (On-Campus)

The Speech-Language Pathology On-Campus program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 11.8% ($10). This increase will help cover costs associated with equipment, supplies,

software, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.

Speech-Language Pathology (Online)

The Speech-Language Pathology (Online) program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 5.2% ($26). This increase will help cover costs associated with the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.

Speech Language Pathology Online Pre-Professional

The Speech-Language Pathology Online Pre-Professional program in the Department of Communication Sciences Disorders (CSD) is proposing a professional fee increase of 15.6% ($43). This increase will assist with cover costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.

Online and Self-Support Program Fees

ISU is proposing modest increases to select online and self-support program fees as outlined below. These recommendations are based on an analysis of program costs, student impact, workforce outcomes, and market conditions.

Clinical Psychopharmacology

This new online program was approved by the State Board of Education in February 2022. The $560/credit hour online program fee covers the costs associated with the online program to include faculty and anticipated CEC and fringe rate increases.

Health Informatics

The Health Informatics program is proposing an online program fee increase of 1.5% ($8) for the Master of Science in Health Informatics program. This increase will assist with covering anticipated CEC and fringe rate increases.

Diagnostic Medical Sonography

The Diagnostic Medical Sonography Program within the Department of Radiographic Sciences is proposing a self-supporting program fee increase of 5.3% ($16). This increase will assist with covering anticipated CEC and fringe rate increases.

Attachments:

Attachment 1	Schedule detailing the tuition and fee changes
Attachment 2	Schedule displaying a 4-year history of Board-approved fees and the FY 2022 requested fees
Attachment 3	Chart: Cost of Attending College vs. Per Capita Income
Attachment 4	Chart: Cost to Deliver College and Cost to Deliver Per FTE
Attachment 5	Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

Attachment 6 Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees

	Student Tuition & Fees:	FY22 Rates	FY23 Initial Notice		Requested FY 2023 Rates	Change	% Chg.
1	**Full-time Undergraduate:**						
2	Resident Tuition	$5,928.04	$6,224.44	#	$5,928.04	$0.00	0.0%
3	Consolidated Mandatory Fee:	1,943.96	0.00		0.00	(1,943.96)	-100.0%
4	Student Enrollment, Engagement and Success	0.00	54.32		54.32	54.32	0.0%
5	Institutional Operations, Services and Support	0.00	1,548.66		1,512.28	1,512.28	0.0%
6	Student Health and Wellness	0.00	322.02		322.02	322.02	0.0%
7	Student Government	0.00	132.94		132.94	132.94	0.0%
8	Student Government - Opt Out Portion	0.00	8.00		8.00	8.00	0.0%
9	**Total Full-Time Undergraduate**	$7,872.00	$8,290.38		$7,957.60	$85.60	1.1%
10							
11	**Part-Time Undergraduate per Credit Hour/Summer:**						
12	Resident Tuition	$335.03	$351.78		$335.03	$0.00	0.0%
13	Consolidated Mandatory Fee:	66.97	0.00		0.00	(66.97)	-100.0%
14	Student Enrollment, Engagement and Success	0.00	1.42		1.42	1.42	0.0%
15	Institutional Operations, Services and Support	0.00	47.72		47.96	47.96	0.0%
16	Student Health and Wellness	0.00	17.06		17.06	17.06	0.0%
17	Student Government	0.00	4.97		4.64	4.64	0.0%
18	Student Government - Opt Out Portion	0.00	0.33		0.33	0.33	0.0%
19	**Total Part-Time Undergraduate**	$402.00	$423.28		$406.44	$4.44	1.1%
20							
21	**Full-Time Undergraduate Summer Fees:**						
22	Resident Tuition	N/A	N/A		N/A	N/A	N/A
23	Consolidated Mandatory Fee:	N/A	N/A		N/A	N/A	N/A
24	Student Enrollment, Engagement and Success	N/A	N/A		N/A	N/A	N/A
25	Institutional Operations, Services and Support	N/A	N/A		N/A	N/A	N/A
26	Student Health and Wellness	N/A	N/A		N/A	N/A	N/A
27	Student Government	N/A	N/A		N/A	N/A	N/A
28	Student Government - Opt Out Portion	N/A	N/A		N/A	N/A	N/A
29	**Total Full-Time Undergraduate Summer**	N/A	N/A		N/A	N/A	N/A
30							
31	**Full-Time Graduate:**						
32	Resident Tuition	$5,928.04	$6,224.44		$5,928.04	$0.00	0.0%
33	Graduate Fee	2,451.96	2,574.56		2,672.64	220.68	9.0%
34	Consolidated Mandatory Fee:	1,943.96	0.00		0.00	(1,943.96)	-100.0%
35	Student Enrollment, Engagement and Success	0.00	54.32		54.32	54.32	0.0%
36	Institutional Operations, Services and Support	0.00	1,548.66		1,512.28	1,512.28	0.0%
37	Student Health and Wellness	0.00	322.02		322.02	322.02	0.0%
38	Student Government	0.00	132.94		132.94	132.94	0.0%
39	Student Government - Opt Out Portion	0.00	8.00		8.00	8.00	0.0%
40	**Total Full-Time Graduate**	$10,323.96	$10,864.94		$10,630.24	$306.28	3.0%
41							
42	**Part-Time Graduate per Credit Hour/Summer:**						
43	Resident Tuition	$335.03	$351.78		$335.03	0.00	0.0%
44	Graduate Fee	122.97	129.12		134.04	11.07	9.0%
45	Consolidated Mandatory Fee:	66.97	0.00		0.00	(66.97)	-100.0%
46	Student Enrollment, Engagement and Success	0.00	1.42		1.42	1.42	0.0%
47	Institutional Operations, Services and Support	0.00	47.72		47.96	47.96	0.0%
48	Student Health and Wellness	0.00	17.06		17.06	17.06	0.0%
49	Student Government	0.00	4.97		4.64	4.64	0.0%
50	Student Government - Opt Out Portion	0.00	0.33		0.33	0.33	0.0%
51	**Total Part-Time Graduate**	$524.97	$552.40		$540.48	$15.51	3.0%
52							

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees

	Student Tuition & Fees:	FY22 Rates	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
53	**Non-Resident Tuition (includes mandatory fees listed above):**					
54	Undergraduate Nonresident - FT	$25,326.00	$26,617.08	$25,935.22	$609.22	2.4%
55	Undergraduate Nonresident - PT	$685.82	$721.29	$702.46	$16.64	2.4%
56	Undergraduate Nonresident - Summer	$402.00	$423.28	$406.44	$4.44	1.1%
57	Graduate Nonresident - FT	$27,777.96	$29,191.64	$28,607.86	$829.90	3.0%
58	Graduate Nonresident - PT	$808.79	$850.41	$836.50	$27.71	3.4%
59	Graduate Nonresident - Summer	$524.97	$552.40	$540.48	$15.51	3.0%
60						
61	**Professional Fees:**					
62	Pharmacy Professional Fee (Resident)	$11,750.00	$12,410.00	$12,410.00	$660.00	5.6%
63	Pharmacy Professional Fee (Non-Resident)	$16,176.00	$17,084.00	$17,084.00	$908.00	5.6%
64	Physical Therapy (Resident)	$4,878.00	$5,304.00	$5,304.00	$426.00	8.7%
65	Physical Therapy (Non-Resident)	$10,563.00	$11,487.00	$11,487.00	$924.00	8.7%
66	Occupational Therapy (Resident)	$4,032.00	$4,830.00	$4,830.00	$798.00	19.8%
67	Occupational Therapy (Non-Resident)	$8,961.00	$10,737.00	$10,737.00	$1,776.00	19.8%
68	Physician Assistant (Resident)	$22,446.00	$24,075.00	$24,075.00	$1,629.00	7.3%
69	Physician Assistant (Non-Resident)	$22,710.00	$24,687.00	$24,687.00	$1,977.00	8.7%
70	Speech Language Pathology MS (Cr Hr.)	$85.00	$95.00	$95.00	$10.00	11.8%
71	Speech Language Pathology Online PreProf. (Cr Hr.)	$276.00	$319.00	$319.00	$43.00	15.6%
72	Speech Language Pathology Online MS (Cr Hr.)	$499.00	$525.00	$525.00	$26.00	5.2%
73	Audiology AuD (Cr Hr.)	$88.00	$110.00	$110.00	$22.00	25.0%
74	Dental Hygiene BS (Junior/Senior)	$8,350.00	$9,334.00	$9,334.00	$984.00	11.8%
75	Dental Hygiene MS - Didactic (Cr Hr.)	$165.00	$185.00	$185.00	$20.00	12.1%
76	Dental Hygiene MS - Clinical (Cr Hr.)	$349.00	$349.00	$349.00	$0.00	0.0%
77	Dental Hygiene MS - Thesis (Cr Hr.)	$271.00	$271.00	$271.00	$0.00	0.0%
78	Graduate Counseling	$1,314.00	$1,416.00	$1,416.00	$102.00	7.8%
79	Nursing BSN	$1,954.00	$2,338.00	$2,338.00	$384.00	19.7%
80	Nursing MSN	$2,402.00	$2,836.00	$2,836.00	$434.00	18.1%
81	Nursing PhD	$2,366.00	$3,784.00	$3,784.00	$1,418.00	59.9%
82	Nursing DNP	$4,370.00	$4,858.00	$4,858.00	$488.00	11.2%
83	Paramedic Science AS	$1,468.00	$1,468.00	$1,468.00	$0.00	0.0%
84	Radiographic Science	$900.00	$914.00	$914.00	$14.00	1.6%
85	Clinical Medical Lab Science	$1,490.00	$1,562.00	$1,562.00	$72.00	4.8%
86	Dietetics	$3,219.00	$3,267.00	$3,267.00	$48.00	1.5%
87	Social Work BA	$250.00	$250.00	$250.00	$0.00	0.0%
88	Social Work MS	$412.00	$412.00	$412.00	$0.00	0.0%
89	Athletic Training MS	$1,500.00	$1,522.00	$1,522.00	$22.00	1.5%
90	Sign Language Interpreting (Cr Hr.)	$0.00	$120.00	$120.00	NEW	NEW
91	Idaho Dental Education Program (IDEP)	$32,102.00	TBD	TBD	TBD	TBD
92						
93	**Self-Support Fees:**					
94	Diagnostic Medical Sonography Certificate (Cr. Hr.)	$302.00	$318.00	$318.00	$16.00	5.3%
95						
96	**Online Program Fees**					
97	Community Paramedic Certificate	$3,300.00	$3,300.00	$3,300.00	$0.00	0.0%
98	Spanish MA (Cr Hr.)	$330.00	$330.00	$330.00	$0.00	0.0%
99	Health Informatics MS (Cr Hr.)	$528.00	$536.00	$536.00	$8.00	1.5%
100	Surveying Technician Technical Certificate (Cr Hr.)	$330.00	$330.00	$330.00	$0.00	0.0%
101	Land Surveying Certificate (Cr Hr.)	$330.00	$330.00	$330.00	$0.00	0.0%
102	Elementary Education BA/BS (Cr Hr.)	$262.00	$262.00	$262.00	$0.00	0.0%
103	Special Education BA/BS (Cr Hr.)	$262.00	$262.00	$262.00	$0.00	0.0%
104	Clinical Psychopharmacology (Cr Hr.)	$0.00	$560.00	$560.00	New	New
105						

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees

	Student Tuition & Fees:	FY22 Rates	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
106	**Other Fees:**					
107	Western Undergrad Exchange (tuition and fees)	$8,890.00	$9,340.00	$8,890.00	$0.00	0.0%
108	In-service Fees/Cr Hr - Undergrad (Cr. Hr.)	$129.00	$129.00	$131.00	$2.00	1.6%
109	In-service Fees/Cr Hr - Graduate (Cr. Hr.)	$167.00	$170.00	$172.00	$5.00	3.0%
110	New Student Orientation	$100.00	$105.00	$105.00	$5.00	5.0%
111	Dual Credit Fee	$75.00	$75.00	$75.00	$0.00	0.0%
112						
113		$274,122.40		$258,248.48		
114						
115						
116						
117	**Full- & part-time fees are effective Fall Semester 2022. Summer fees are effective Summer 2023.**					
118						

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$5,645.00	$5,928.04	$5,928.04	$5,928.04	$5,928.04	$283.04	5.01%
3	Technology Fee	166.80	176.80	176.80			(166.80)	-100.00%
4	Facilities Fees	510.00	590.00	590.00			(510.00)	-100.00%
5	Student Activity Fees	1,098.20	1,177.16	1,177.16			(1,098.20)	-100.00%
6	Consolidated Mandatory Fee:				1,943.96		0.00	-100.00%
7	Student Enrollment, Engagement and Success					54.32	54.32	100.00%
8	Institutional Operations, Services and Support					1,512.28	1,512.28	100.00%
9	Student Health and Wellness					322.02	322.02	100.00%
10	Student Government					132.94	132.94	100.00%
11	Student Government - Opt Out Portion					8.00	8.00	100.00%
12	**Total Full-time Fees**	$7,420.00	$7,872.00	$7,872.00	$7,872.00	$7,957.60	$537.60	7.25%
13	Percentage Increase	3.5%	6.1%	0.0%	0.0%	1.1%		
14								
15	**Part-time Credit Hour Fees**							
16	Education Fee	$318.89	$335.03	$335.03	$335.03	$335.03	$16.14	5.06%
17	Technology Fee	6.15	6.52	6.52			(6.15)	0.00%
18	Facilities Fees	0.00	10.00	10.00			0.00	0.00%
19	Student Activity Fees	46.96	50.45	50.45			(46.96)	-100.00%
20	Consolidated Mandatory Fee:				66.97		0.00	-100.00%
21	Student Enrollment, Engagement and Success					1.42	1.42	100.00%
22	Institutional Operations, Services and Support					47.96	47.96	100.00%
23	Student Health and Wellness					17.06	17.06	100.00%
24	Student Government					4.64	4.64	100.00%
25	Student Government - Opt Out Portion					0.33	0.33	100.00%
26	**Total Part-time Cr Hr Fees**	$372.00	$402.00	$402.00	$402.00	$406.44	$34.44	9.26%
27								
28	**Other Student Fees**							
29	Graduate Fees:							
30	Full-time Tuition	$5,645.00	$5,928.04	$5,928.04	$5,928.04	$5,928.04	$283.04	5.01%
31	Full-time Grad Fee	$1,956.00	$2,053.96	$2,053.96	$2,451.96	$2,672.64	$716.64	36.64%
32	Other Fees	$1,775.00	$1,943.96	$1,943.96	$1,943.96	$2,029.56	$254.56	14.34%
33	Total	$9,376.00	$9,925.96	$9,925.96	$10,323.96	$10,630.24	$1,254.24	13.38%
34	Part-time Tuition	$318.89	$335.03	$335.03	$335.03	$335.03	$16.14	5.06%
35	Part-time Grad Fee	$98.00	$102.97	$102.97	$122.97	$134.04	$36.04	36.78%
36	Part-time Other Fees	$53.11	$66.97	$66.97	$66.97	$71.41	$18.30	34.46%
37	Total	$470.00	$504.97	$504.97	$524.97	$540.48	$70.48	15.00%
38	Nonresident Tuition:							
39	Nonres Tuition	$15,520.00	$16,296.00	$16,296.00	$17,454.00	$17,977.62	$2,457.62	15.84%
40	Part-time Nonres Tuition	$252.00	$265.00	$265.00	$283.82	$296.02	$44.02	17.47%
41	Professional Fees:							
42	PharmD - Resident	$11,156.00	$11,366.00	$11,366.00	$11,750.00	$12,410.00	$1,254.00	11.24%
43	PharmD - Nonres	$15,362.00	$15,572.00	$15,572.00	$16,176.00	$17,084.00	$1,722.00	11.21%
44	Phys Therapy - Resident	$4,500.00	$4,566.00	$4,566.00	$4,878.00	$5,304.00	$804.00	17.87%
45	Phys Therapy - Nonres	$9,720.00	$9,885.00	$9,885.00	$10,563.00	$11,487.00	$1,767.00	18.18%
46	Occu Therapy - Resident	$3,585.00	$3,675.00	$3,675.00	$4,032.00	$4,830.00	$1,245.00	34.73%
47	Occu Therapy - Nonres	$7,986.00	$8,166.00	$8,166.00	$8,961.00	$10,737.00	$2,751.00	34.45%
48	Physician Assistant - Res	$20,565.00	$20,940.00	$20,940.00	$22,446.00	$24,075.00	$3,510.00	17.07%
49	Physician Assistant - Nonres	$20,625.00	$21,000.00	$21,000.00	$22,710.00	$24,687.00	$4,062.00	19.69%
50	Speech Language Path MS (Cr Hr)	$68.00	$70.00	$70.00	$85.00	$95.00	$27.00	39.71%
51	Speech Language Online PreProf (Cr Hr)	$262.00	$268.00	$268.00	$276.00	$319.00	$57.00	21.76%
52	Speech Language Online MS (Cr Hr)	$490.00	$495.00	$495.00	$499.00	$525.00	$35.00	7.14%
53	Audiology AuD (Cr Hr)	$68.00	$70.00	$70.00	$88.00	$110.00	$42.00	61.76%
54	Dental Hygiene BS (Junior/Senior)	$2,266.00	$2,346.00	$2,346.00	$8,350.00	$9,334.00	$7,068.00	311.92%
55	Dental Hygiene MS-Didactic (Cr Hr)	$155.00	$157.00	$157.00	$165.00	$185.00	$30.00	19.35%
56	Dental Hygiene MS-Clinical (Cr Hr)	$349.00	$349.00	$349.00	$349.00	$349.00	$0.00	0.00%
57	Dental Hygiene MS-Thesis (Cr Hr)	$268.00	$271.00	$271.00	$271.00	$271.00	$3.00	1.12%
58	Counseling-Graduate	$1,110.00	$1,110.00	$1,110.00	$1,314.00	$1,416.00	$306.00	27.57%
59	Nursing-BSN	$1,870.00	$1,930.00	$1,930.00	$1,954.00	$2,338.00	$468.00	25.03%
60	Nursing-MSN	$2,268.00	$2,376.00	$2,376.00	$2,402.00	$2,836.00	$568.00	25.04%
61	Nursing-PhD	$2,268.00	$2,366.00	$2,366.00	$2,366.00	$3,784.00	$1,516.00	66.84%
62	Nursing-DNP	$4,074.00	$4,268.00	$4,268.00	$4,370.00	$4,858.00	$784.00	19.24%
63	Paramedic Science	$1,468.00	$1,468.00	$1,468.00	$1,468.00	$1,468.00	$0.00	0.00%
64	Radiographic Science	$850.00	$870.00	$870.00	$900.00	$914.00	$64.00	7.53%
65	Clinical Lab Science	$1,436.00	$1,446.00	$1,446.00	$1,490.00	$1,562.00	$126.00	8.77%
66	Dietetics (currently a class fee)	$2,900.00	$3,000.00	$3,000.00	$3,219.00	$3,267.00	$367.00	12.66%
67	Social Work BA	$250.00	$250.00	$250.00	$250.00	$250.00	$0.00	0.00%
68	Social Work MS	$400.00	$400.00	$400.00	$412.00	$412.00	$12.00	3.00%
69	Athletic Training	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,522.00	$22.00	1.47%
70	Sign Language Interpreting (Cr Hr.)				$0.00	$120.00	$120.00	100.00%

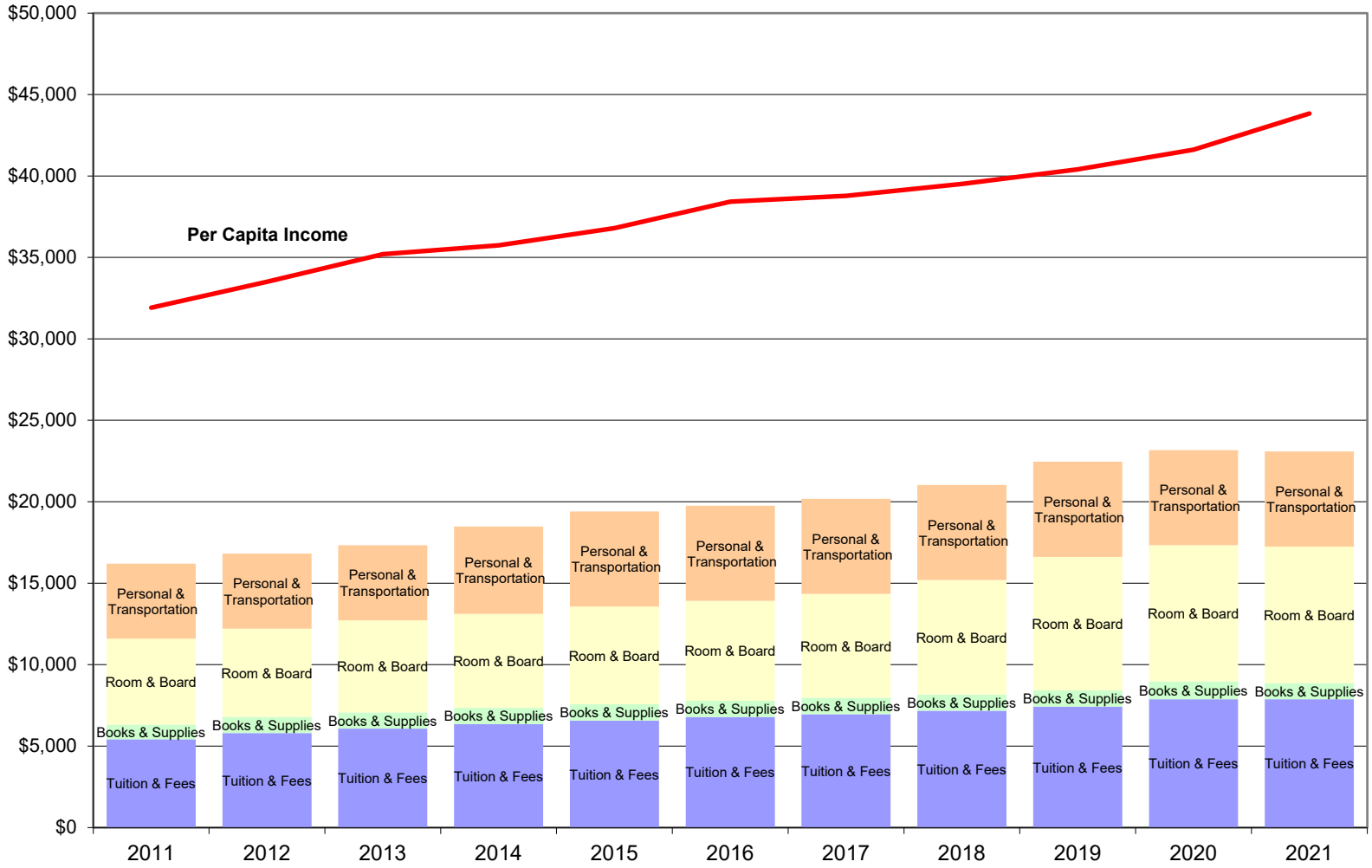
IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hours Fees

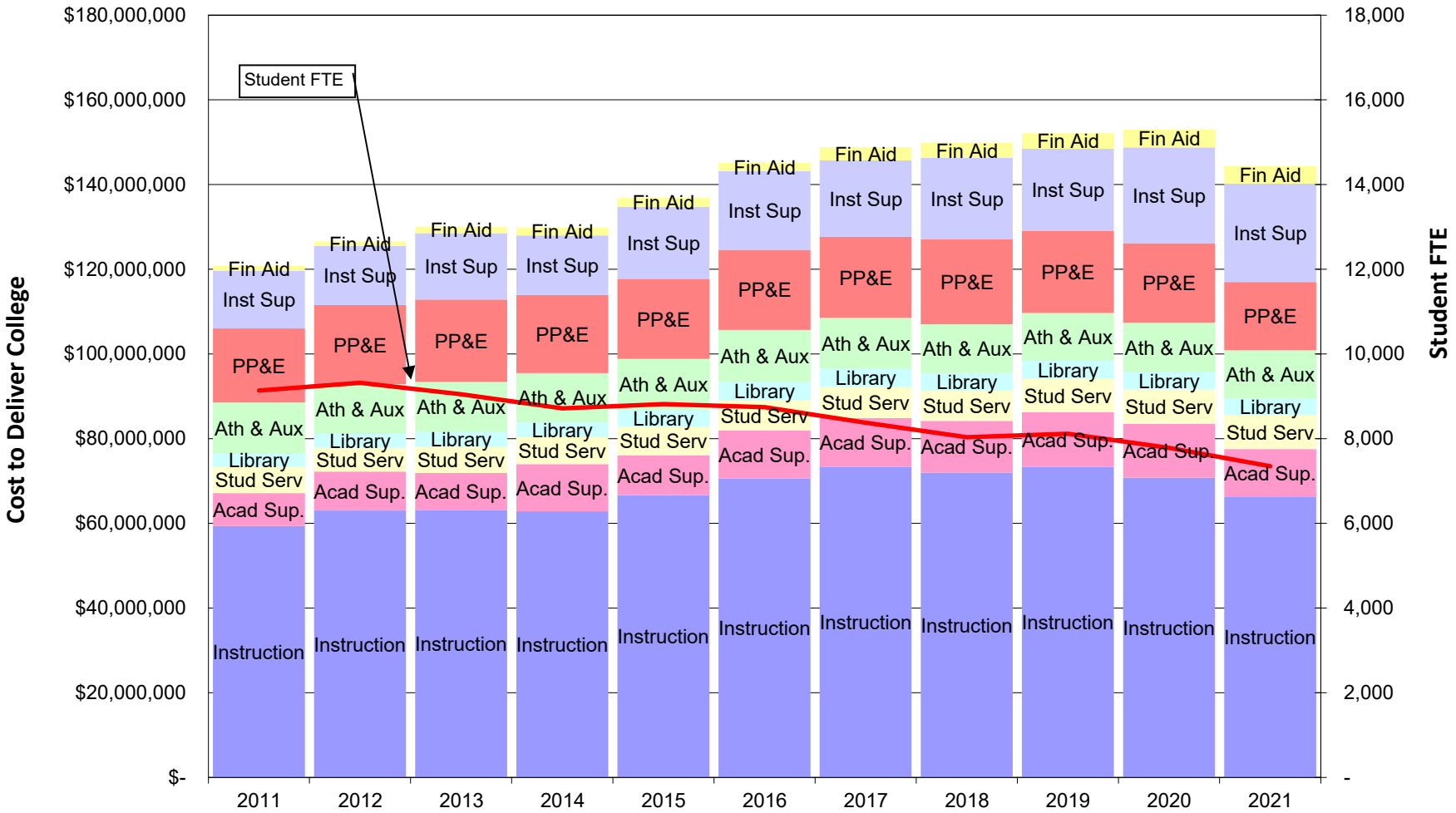
	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
71	Idaho Dental Education (IDEP)	$29,311.00	$30,190.00	$30,190.00	$32,102.00	TBD		
72	Other Fees:							
73	Western Undergrad Exchge	$3,710.00	$3,936.00	$3,936.00	$3,936.00	$3,978.80	$268.80	7.25%
74	In-service Fees/Cr Hr - Undergrad	$122.00	$129.00	$129.00	$129.00	$131.00	$9.00	7.38%
75	In-service Fees/Cr Hr - Grad	$160.00	$170.00	$170.00	$167.00	$172.00	$12.00	7.50%
76	OPF - Community Paramedic Certificate	$3,300.00	$3,300.00	$3,300.00	$3,300.00	$3,300.00	$0.00	0.00%
77	OPF - Spanish MA (Cr Hr)		$330.00	$330.00	$330.00	$330.00	New	New
83	Health Informatics MS (Cr Hr)			$528.00	$528.00	$536.00	New	New
78	Surveying Technician Technical Certificate (Cr Hr.)			$330.00	$330.00	$330.00	New	New
79	Land Surveying Certificate (Cr Hr.)			$330.00	$330.00	$330.00	New	New
80	Elementary Education BA/BS (Cr. Hr.)				$262.00	$262.00	New	New
81	Special Education BA/BS (Cr. Hr.)				$262.00	$262.00	New	New
82	Clinical Psychopharmacology (Cr Hr.)					$560.00	New	New
84	SSPF - Diagnostic Med Sonography	NA	$277.09	$277.09	$302.00	$318.00	New	New
85	New Student Orientation Fee	$100.00	$100.00	$100.00	$100.00	$100.00	$0.00	0.00%

Cost of Attending College vs. Per Capita Income
Idaho State University



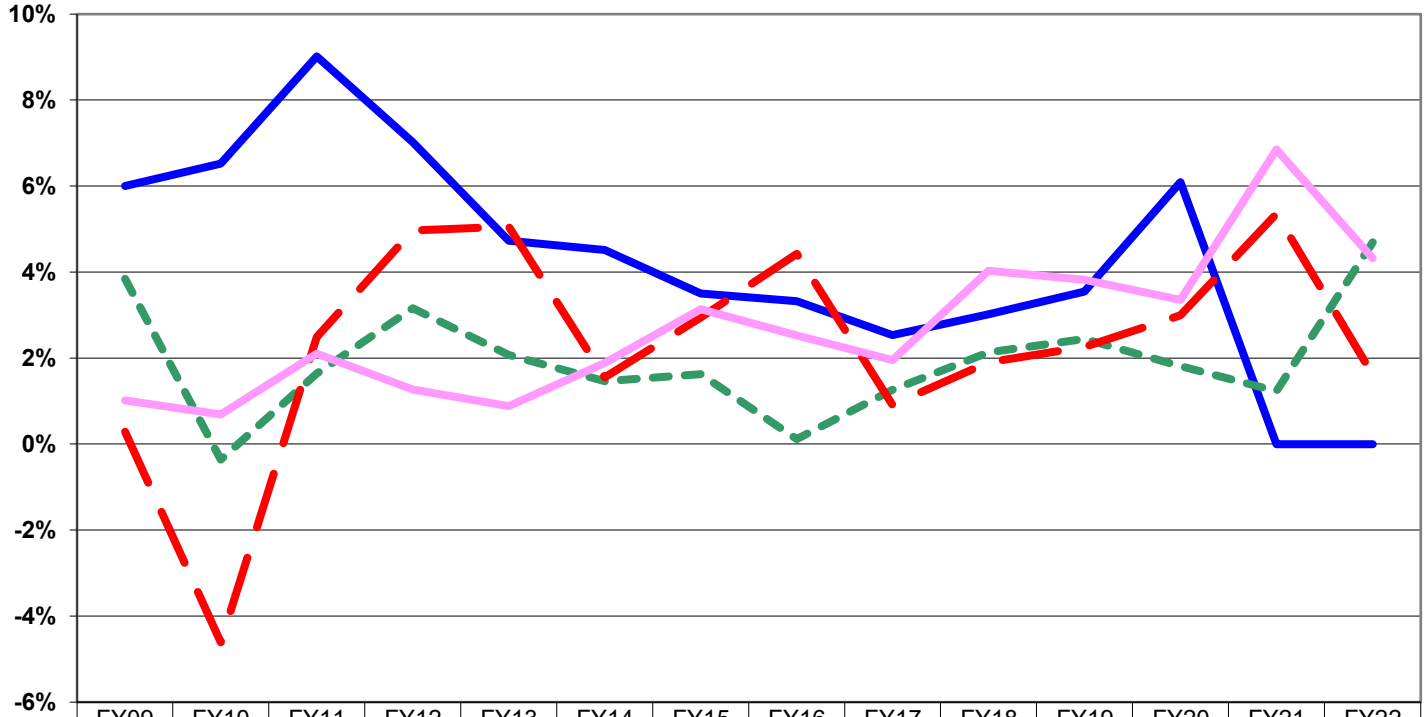
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho State University



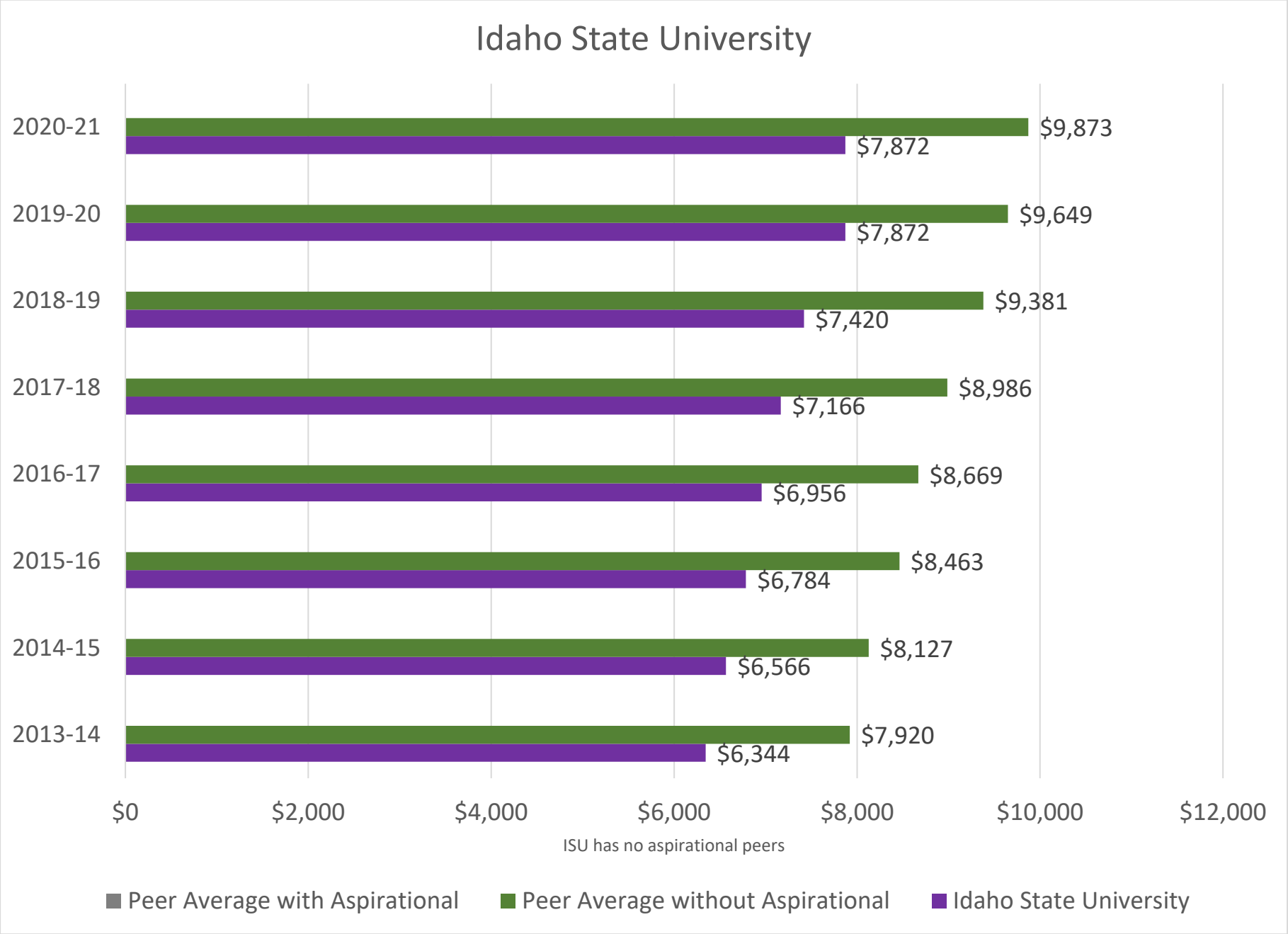
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Idaho State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%	3.02%	3.54%	6.09%	0.00%	0.00%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%	1.23%	4.70%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.06%	1.55%	2.95%	4.42%	0.91%	1.90%	2.26%	2.99%	5.36%	1.61%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.53%	1.95%	4.03%	3.82%	3.35%	6.85%	4.32%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2022


Idaho State University
2020-21
$9,873
$7,872
2019-20
$9,649
$7,872
2018-19
$9,381
$7,420
2017-18
$8,986
$7,166
2016-17
$8,669
$6,956
2015-16
$8,463
$6,784
2014-15
$8,127
$6,566
2013-14
$7,920
$6,344
$0
$2,000
$4,000
$6,000
$8,000
$10,000
$12,000
ISU has no aspirational peers
Peer Average with Aspirational
Peer Average without Aspirational
Idaho State University

University of Idaho
FY2023 Student Tuition and Fee Request

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. These discussions included the then upcoming changes in the mandatory fee structure which were recently approved by the State Board of Education, categorizing these fees into four categories:

- Student Enrollment, Engagement and Success
- Institutional Operations, Services and Support
- Student Health and Wellness
- Student Government (including a subset of this fee for which students can opt to receive a refund)

This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted data to the DSAFC. A public meeting of the DSAFC was held on January 20, 2022 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in January and February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 23rd. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 9th as required by Board policy. The period of public comment is open until April 19th and will include a public presentation and open forum on proposed student fees on March 31st. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the March 31st open forum will be available.

Fee Request Overview

The FY 2023 proposal for tuition and fee changes reflects the University of Idaho's ongoing commitment to maintain accessibility to higher education. The university is once again holding tuition essentially flat and is requesting a modest increase in mandatory fees. This proposal supports our goals to provide greater access to education for Idaho residents and to build a well-rounded community by attracting students from outside our state

The university is requesting a $1.80 per year decrease in tuition to $6,180.00 and a $57.80 per year increase in fees to $2,216.00 for a combined increase of $56.00 or 0.7% per year to $8,396 for full-time undergraduate resident students.

The specific components of the tuition and fee request are as follows:

Undergraduate Resident and Non-Resident Tuition

The University of Idaho is requesting a $1.80 per year decrease to the undergraduate resident tuition of $6,181.80 and the undergraduate non-resident tuition of $25,417.80 per full-time student per year, bringing the proposed tuition rates to $6,180.00 per year for residents and $25,416.00 per year for non-residents.

Western Undergraduate Exchange (WUE) Tuition – New Students

FY 2023 represents the first year of a four-year phased implementation of the WICHE WUE rate calculation methodology. To date, the university has set the WUE rate equal to 150% of the full-time undergraduate resident combined tuition and fee rate. Per WICHE, the correct calculation is 100% of the full-time resident combined tuition and fee rate plus 50% of only the full-time resident tuition rate. In order to shift to this correct methodology, the university has the approval of WICHE to implement the WICHE methodology for new students starting FY 2023 while continuing the old methodology for ongoing students. Based on this, the University of Idaho is requesting a decrease of $1,024.00 per year to the WUE tuition and fee package for new students. This will reduce the WUE package for new students from $12,510.00 to $11,486 and is based on the requested full-time resident tuition and fee total of $8,396.00 plus 50% of the requested full-time resident tuition of $6,180.00

Western Undergraduate Exchange (WUE) Tuition - Ongoing

As indicated above, the university will continue using 150% of the full-time undergraduate tuition and fee rate for continuing WUE students. Based on this, the University of Idaho is requesting an increase of $42.00 per full-time student per year to the WUE tuition and fee package total for ongoing WUE students. This will increase the WUE package from $12,510.00 to $12,594.00 and is based on the requested full-time resident tuition and fee total of $8,396.00 times 150%.

Graduate Resident and Non-Resident Tuition

The University of Idaho is requesting a $1.80 per year decrease to the graduate resident tuition of $7,753.80 and the graduate non-resident tuition of $26,989.80 per full-time student per year, bringing the proposed tuition rates to $7,752.00 per year for residents and $26,988 per year for non-residents.

Consolidated Mandatory Fees

Increases to elements of the consolidated mandatory fee are as follows and will generate an estimated $435K per year:

$ 3.16 Student Enrollment, Engagement and Success
$36.34 Institutional Operations, Services and Support
$14.50 Student Health and Wellness
$ 3.80 Student Government
$57.80 Total Consolidated Mandatory Fee Increase

These mandatory fee changes include a $58.42 per year increase in student activity fees aimed at funding the 5% CEC for fee-funded units and well as increases in programmatic funding support, while being cognizant of the financial constraints many have faced due to the pandemic. This proposal also includes a decrease of $0.62 per year to the facility fee in order to bring the total consolidated mandatory fee to an even $2,216.00 per year.

Part-Time Tuition and Fees

The University of Idaho is requesting no increase to undergraduate or graduate part-time tuition and a $5.00 per student credit hour increase to undergraduate and graduate part-time consolidated mandatory fees.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of $100 to first time undergraduate students. The university is not requesting an increase to this fee for FY 2023.

Professional, Self-Support and Online Program Fees

The University of Idaho is requesting increases to the following professional and self-support fees:

Professional Fees:

- Law Professional Full-Time Fee: Increase to $14,384 per year; an increase of $1,000 or 7.5%

- Law Professional Part-Time Fee: Increase to $799 per credit hour; an increase of $55 or 7.4%

- Art & Architecture Full-Time Fee: Increase to $1,432 per year; an increase of $42 or 3.0%

- Art & Architecture Part-Time Fee – Undergraduate: Increase to $72 per credit hour; an increase of $2 or 2.9%

- Art & Architecture Part-Time Fee – Graduate: Increase to $80 per credit hour; an increase of $3 or 3.9%

Self-Support Program Fees:

- MOSS Environmental Ed Graduate Program: Increase to $19,192 for the 2-semester program; an increase of $1,256 or 7.0%

- MOSS MNR Environmental Ed/Science Communications: Increase to $24,276 for the 2-semester + summer program; an increase of $1,588 or 7.0%

- Master of Science in Athletic Training: Increase to $22,995 for the 1 year/3 semester program; an increase of $561 or 2.5%

- Doctorate in Athletic Training: Increase to $20,938 for the 1 year/3 semester program; an increase of $997 or 5.0%

The university is not requesting increases for any online program fees. Additional information regarding each of the above increases can be found in the support letters included in the agenda materials.

Attachments:

Attachment 1	Schedule detailing the tuition and fee changes
Attachment 2	Schedule displaying a 4-year history of Board-approved fees and the FY 2022 requested fees
Attachment 3	Chart: Cost of Attending College vs. Per Capita Income
Attachment 4	Chart: Cost to Deliver College and Cost to Deliver Per FTE
Attachment 5	Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
Attachment 6	Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers
Attachment 7	Letters supporting increases to professional and self-support fees

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees

	Student Tuition & Fees:	FY22 Rates	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
1	**Full-Time Undergraduate:**					
2	Resident Tuition	$ 6,181.80	$ 6,180.00	$ 6,180.00	($1.80)	0.0%
3	Consolidated Mandatory Fee:	2,158.20			(2,158.20)	-100.0%
4	Student Enrollment, Engagement and Success		114.38	114.38	114.38	0.0%
5	Institutional Operations, Services and Support		1,605.38	1,605.38	1,605.38	0.0%
6	Student Health and Wellness		358.92	358.92	358.92	0.0%
7	Student Government		129.32	129.32	129.32	0.0%
8	Student Government - Opt Out Portion		8.00	8.00	8.00	0.0%
9	**Total Full-Time Undergraduate**	$8,340.00	$8,396.00	$8,396.00	$56.00	0.7%
10						
11	**Part-Time Undergraduate per Credit Hour:**					
12	Resident Tuition	$ 368.00	$ 368.00	$ 368.00	$0.00	0.0%
13	Consolidated Mandatory Fee:	47.00			(47.00)	-100.0%
14	Student Enrollment, Engagement and Success		0.44	0.44	0.44	0.0%
15	Institutional Operations, Services and Support		42.07	42.07	42.07	0.0%
16	Student Health and Wellness		6.45	6.45	6.45	0.0%
17	Student Government		2.86	2.86	2.86	0.0%
18	Student Government - Opt Out Portion		0.18	0.18	0.18	0.0%
19	**Total Part-Time Undergraduate**	$415.00	$420.00	$420.00	$5.00	1.2%
20						
21	**Part-Time Undergraduate Summer per Credit Hour:**					
22	Resident Tuition	$ 368.00	$ 368.00	$ 368.00	$0.00	0.0%
23	Consolidated Mandatory Fee:	47.00			(47.00)	-100.0%
24	Student Enrollment, Engagement and Success		0.44	0.44	0.44	0.0%
25	Institutional Operations, Services and Support		42.07	42.07	42.07	0.0%
26	Student Health and Wellness		6.45	6.45	6.45	0.0%
27	Student Government		2.86	2.86	2.86	0.0%
28	Student Government - Opt Out Portion		0.18	0.18	0.18	0.0%
29	**Total Part-Time Undergraduate Summer**	$415.00	$420.00	$420.00	$5.00	1.2%
30						
31	**Full-Time Graduate (students enrolled in 9 or more credit hours):**					
32	Graduate Resident Tuition	$ 7,753.80	$ 7,752.00	$ 7,752.00	($1.80)	0.0%
33	Consolidated Mandatory Fee:	2,158.20			(2,158.20)	-100.0%
34	Student Enrollment, Engagement and Success		114.38	114.38	114.38	0.0%
35	Institutional Operations, Services and Support		1,605.38	1,605.38	1,605.38	0.0%
36	Student Health and Wellness		358.92	358.92	358.92	0.0%
37	Student Government		129.32	129.32	129.32	0.0%
38	Student Government - Opt Out Portion		8.00	8.00	8.00	0.0%
39	**Total Full-Time Graduate**	$9,912.00	$9,968.00	$9,968.00	$56.00	0.6%
40						
41	**Part-Time Graduate per Credit Hour:**					
42	Graduate Resident Tuition	$ 502.00	$ 502.00	$ 502.00	$0.00	0.0%
43	Consolidated Mandatory Fee:	47.00			($47.00)	-100.0%
44	Student Enrollment, Engagement and Success		0.44	0.44	0.44	0.0%
45	Institutional Operations, Services and Support		42.07	42.07	42.07	0.0%
46	Student Health and Wellness		6.45	6.45	6.45	0.0%
47	Student Government		2.86	2.86	2.86	0.0%
48	Student Government - Opt Out Portion		0.18	0.18	0.18	0.0%
49	**Total Part-Time Graduate**	$549.00	$554.00	$554.00	$5.00	0.9%
50						
51	**Non-Resident Tuition (includes mandatory fees listed above):**					
52	Undergraduate Nonresident - FT	$ 27,576.00	$27,632.00	$ 27,632.00	$56.00	0.2%
53	Undergraduate Nonresident - PT	1,377.00	1,382.00	1,382.00	$5.00	0.4%
54	Undergraduate Nonresident - Summer	$415.00	$420.00	420.00	$5.00	1.2%
55	Graduate Nonresident - FT	29,148.00	29,204.00	29,204.00	$56.00	0.2%
56	Graduate Nonresident - PT	1,618.00	1,623.00	1,623.00	$5.00	0.3%
57	Graduate Nonresident - Summer	$549.00	$554.00	554.00	$5.00	0.9%
58						

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Tuition & Fees

	Student Tuition & Fees:	FY22 Rates	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
59	**Professional Fees:**					
60	Law - FT	$ 13,384.00	$14,384.00	$ 14,384.00	$1,000.00	7.5%
61	Law - PT	744.00	799.00	799.00	$55.00	7.4%
62	Art & Architecture - FT	1,390.00	1,432.00	1,432.00	$42.00	3.0%
63	Art & Architecture - PT Undergrad	70.00	72.00	72.00	$2.00	2.9%
64	Art & Architecture - PT Grad	77.00	80.00	80.00	$3.00	3.9%
65						
66	**Self-Support Fees:**					
67	Executive MBA (2 years)	$ 47,900.00	$47,900.00	$ 47,900.00	$0.00	0.0%
68	Master of Science in Athletic Training (1 year/3 semesters)	22,434.00	22,995.00	22,995.00	$561.00	2.5%
69	Doctorate in Athletic Training (1 year/3 semesters)	19,941.00	20,938.00	20,938.00	$997.00	5.0%
70	MOSS Environmental Ed Graduate Program (1 year/2 semesters)	17,936.00	19,192.00	19,192.00	$1,256.00	7.0%
71	MOSS MNR Environmental Ed/Science Communications (1 year +	22,688.00	24,276.00	24,276.00	$1,588.00	7.0%
72						
73	**Online Program Fees**					
74	Master of Public Administration Online Program Fee (per semester)	$ 3,750.00	$ 3,750.00	$ 3,750.00	$0.00	0.0%
75						
76	**Other Fees:**					
77	Western Undergrad Exchange - New Students (tuition + fees)	$ 12,510.00	$11,486.00	$ 11,486.00	$ (1,024.00)	-8.2%
78	Western Undergrad Exchange - Continuing Students (tuition + fees	12,510.00	12,594.00	12,594.00	84.00	0.7%
79	In-service Fees/Cr Hr - Undergrad	$129.00		$131.00	$2.00	1.6%
80	In-service Fees/Cr Hr - Graduate	$168.00		$172.00	$4.00	2.4%
81	Course Overload Tuition	$368.00	$368.00	$368.00	$0.00	0.0%
82	Dual Credit Fee	$75.00	$75.00	$75.00	$0.00	0.0%
83						
84						
85						
86						
87						
88	**Full- & part-time fees are effective Fall Semester 2022. Summer fees are effective Summer 2023**					
89						

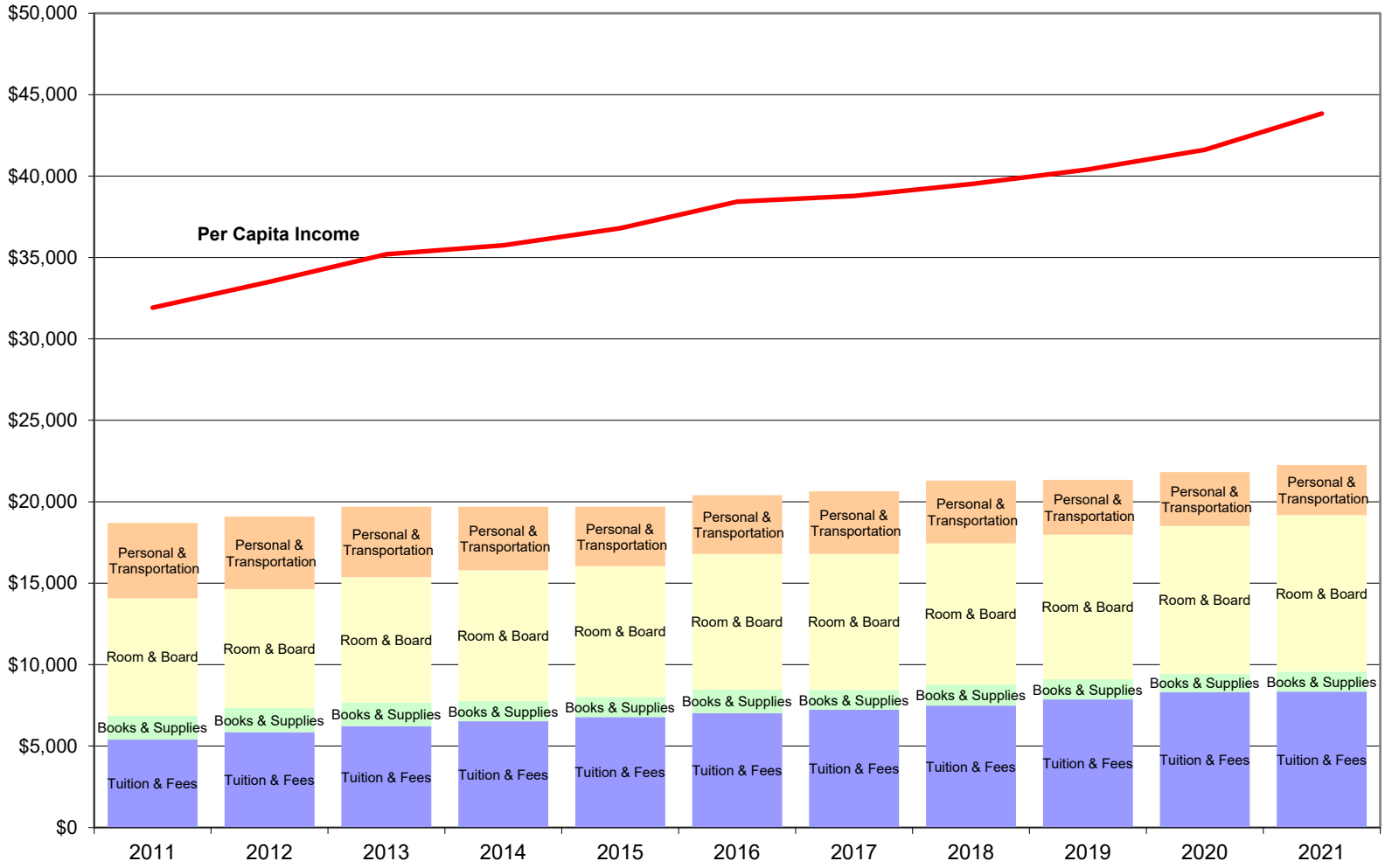
UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hours Fees

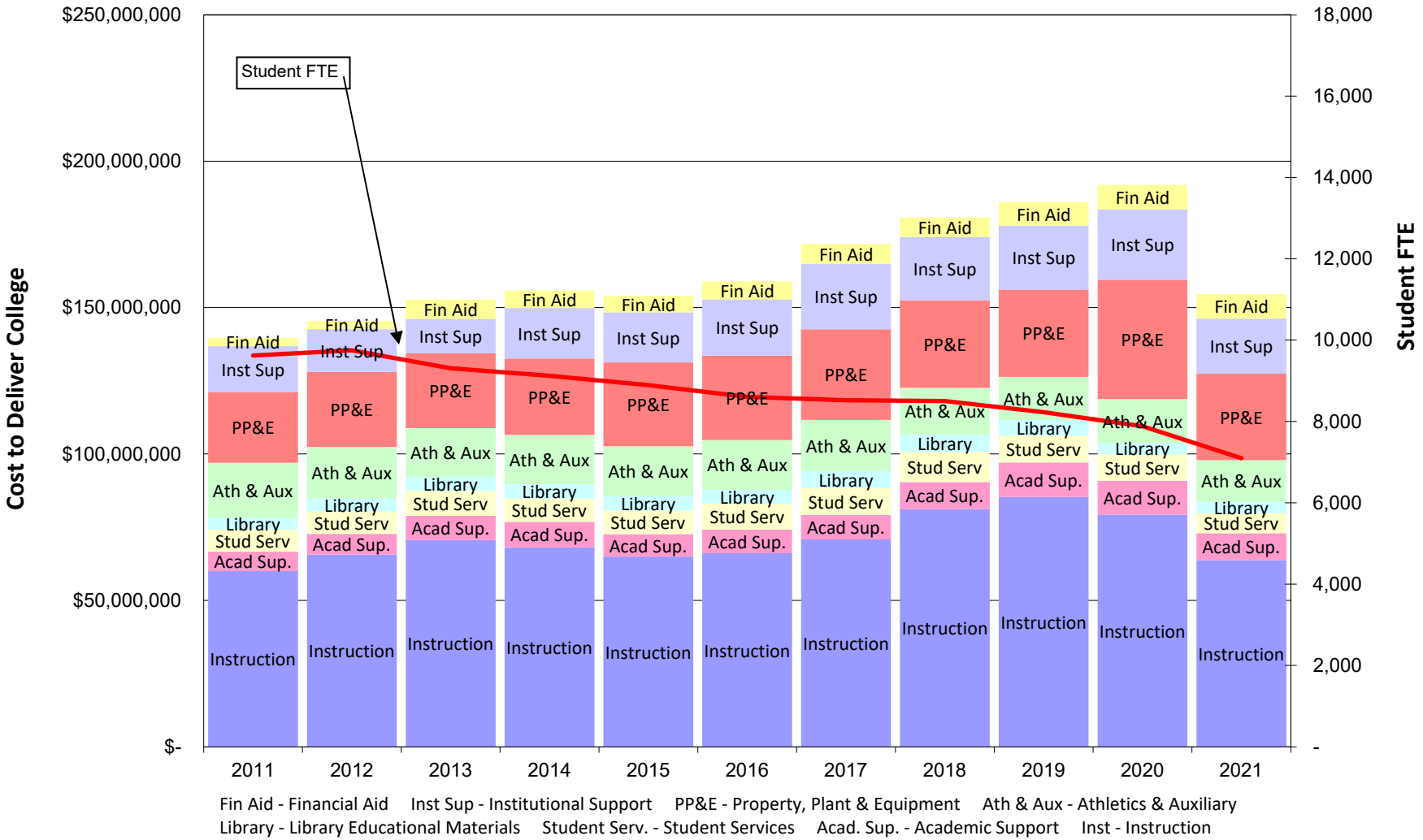
	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$5,778.44	$6,181.80	$6,181.80	$6,181.80	$6,180.00	$401.56	6.95%
3	Technology Fee	165.40	165.40	165.40			(165.40)	-100.00%
4	Facilities Fees	791.62	821.62	821.62			(791.62)	-100.00%
5	Student Activity Fees	1,128.54	1,135.18	1,135.18			(1,128.54)	-100.00%
6	Consolidated Mandatory Fee:				2,158.20		0.00	-100.00%
7	Student Enrollment, Engagement and Success					114.38	114.38	100.00%
8	Institutional Operations, Services and Support					1,605.38	1,605.38	100.00%
9	Student Health and Wellness					358.92	358.92	100.00%
10	Student Government					129.32	129.32	100.00%
11	Student Government - Opt Out Portion					8.00	8.00	100.00%
12	**Total Full-time Fees**	7,864.00	8,304.00	8,304.00	8,340.00	8,396.00	532.00	6.77%
13	Percentage Increase	5.0%	5.6%	0.0%	0.4%	0.7%		
14								
15	**Part-time Credit Hour Fees**							
16	Undergraduate Tuition	$347.50	$368.00	$368.00	$368.00	$368.00	$20.50	5.90%
17	Undergraduate Fees	$45.50	$47.00	$47.00			($45.50)	-100.00%
18	Consolidated Mandatory Fee:				$47.00		$0.00	-100.00%
19	Student Enrollment, Engagement and Success					$0.44	$0.44	100.00%
20	Institutional Operations, Services and Support					$42.07	$42.07	100.00%
21	Student Health and Wellness					$6.45	$6.45	100.00%
22	Student Government					$2.86	$2.86	100.00%
23	Student Government - Opt Out Portion					$0.18	$0.18	100.00%
24	**Total Part-time Cr Hr Fees**	$393.00	$415.00	$415.00	$415.00	$420.00	$27.00	6.87%
25								
26	**Other Student Fees**							
27	Academic Year Graduate Fees:							
28	Full-Time Tuition	$5,778.44	$6,181.80	$6,181.80	$6,181.80	$6,180.00	$401.56	6.95%
29	Full-Time Grad	$1,488.00	$1,572.00	$1,572.00	$1,572.00	$1,572.00	$84.00	5.65%
30	Full-Time Other Fees	$2,085.56	$2,122.20	$2,122.20	$2,158.20	$2,216.00	$130.44	6.25%
31	Total	$9,352.00	$9,876.00	$9,876.00	$9,912.00	$9,968.00	$616.00	6.59%
32	Part-Time Tuition	$391.50	$415.00	$415.00	$415.00	$415.00	$23.50	6.00%
33	Part-Time Grad	$83.00	$87.00	$87.00	$87.00	$87.00	$4.00	4.82%
34	Part-Time Other Fees	$45.50	$47.00	$47.00	$47.00	$52.00	$6.50	14.29%
35	Total	$520.00	$549.00	$549.00	$549.00	$554.00	$34.00	6.54%
36	Summer Session							
37	On-Campus							
38	Part-Time Undergrad Tuition	$347.50	$368.00	$368.00	$368.00	$368.00	$20.50	5.90%
39	Part-Time Grad Tuition	$391.50	$415.00	$415.00	$415.00	$415.00	$23.50	6.00%
40	Part-Time Grad Fee	$83.00	$87.00	$87.00	$87.00	$87.00	$4.00	4.82%
41	Part-Time Other Fees (UG & GR)	$45.50	$47.00	$47.00	$47.00	$52.00	$6.50	14.29%
42	Nonresident Tuition (See Notes A & B)							
43	Full-Time Tuition (UG & GR) Premium	$17,636.00	$19,236.00	$19,236.00	$19,236.00	$19,236.00	$1,600.00	9.07%
44	Part-Time Tuition Undergrad Premium	$882.00	$962.00	$962.00	$962.00	$962.00	$80.00	9.07%
45	Part-Time Tuition Grad Premium	$979.00	$1,069.00	$1,069.00	$1,069.00	$1,069.00	$90.00	9.19%
46	Professional Fees:							
47	Law College FT	$11,634.00	$12,384.00	$12,884.00	$13,384.00	$14,384.00	$2,750.00	23.64%
48	Law College PT	$646.00	$688.00	$716.00	$744.00	$799.00	$153.00	23.68%
49	Art & Architecture FT UG & GR	$1,302.00	$1,350.00	$1,390.00	$1,390.00	$1,432.00	$130.00	9.98%
50	Art & Architecture PT Undergrad	$65.00	$68.00	$70.00	$70.00	$72.00	$7.00	10.77%
51	Art & Architecture PT Grad	$72.00	$75.00	$77.00	$77.00	$80.00	$8.00	11.11%
52	Self-Support Program Fees:							
53	Executive MBA (2 years)	$44,100.00	$47,900.00	$47,900.00	$47,900.00	$47,900.00	$3,800.00	8.62%
54	Masters of Science Athletic Trainng (1 yr/3	$22,434.00	$22,434.00	$22,434.00	$22,434.00	$22,995.00	$561.00	2.50%
55	Doctorate in Athletic Training (1 year/3 Sem	$19,941.00	$19,941.00	$19,941.00	$19,941.00	$20,938.00	$997.00	5.00%
56	MOSS Environmental Education (1 year/2 S	$16,282.00	$17,584.00	$17,936.00	$17,936.00	$19,192.00	$2,910.00	17.87%
57	MOSS MNR Env Ed/Sci Comm (1 year + S	$20,596.00	$22,244.00	$22,688.00	$22,688.00	$24,276.00	$3,680.00	17.87%
58	Other Fees:							
59	Overload Fee	$347.50	$368.00	$368.00	$368.00	$368.00	$20.50	5.90%
60	Western Undergrad Exchge Prem. Ongoing	$3,932.00	$4,152.00	$4,152.00	$4,170.00	$4,198.00	$266.00	6.77%
61	Western Undergrad Exchge Prem. New					$3,090.00	$3,090.00	New
62	In-service Fees/Cr Hr - UG	$122.00	$129.00	$129.00	$129.00	$131.00	$9.00	7.38%
63	In-service Fees/Cr Hr - Grad	$160.00	$170.00	$170.00	$167.00	$172.00	$12.00	7.50%

Cost of Attending College vs. Per Capita Income
University of Idaho

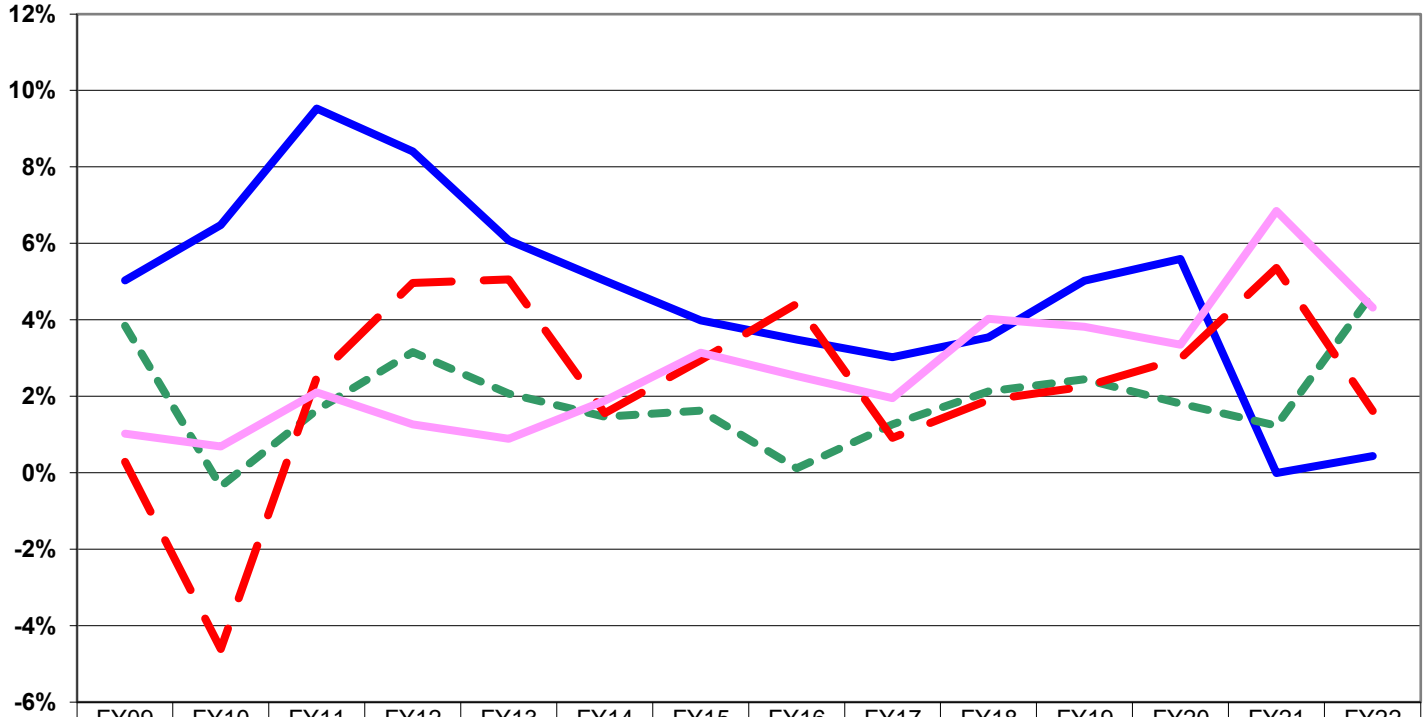


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
University of Idaho

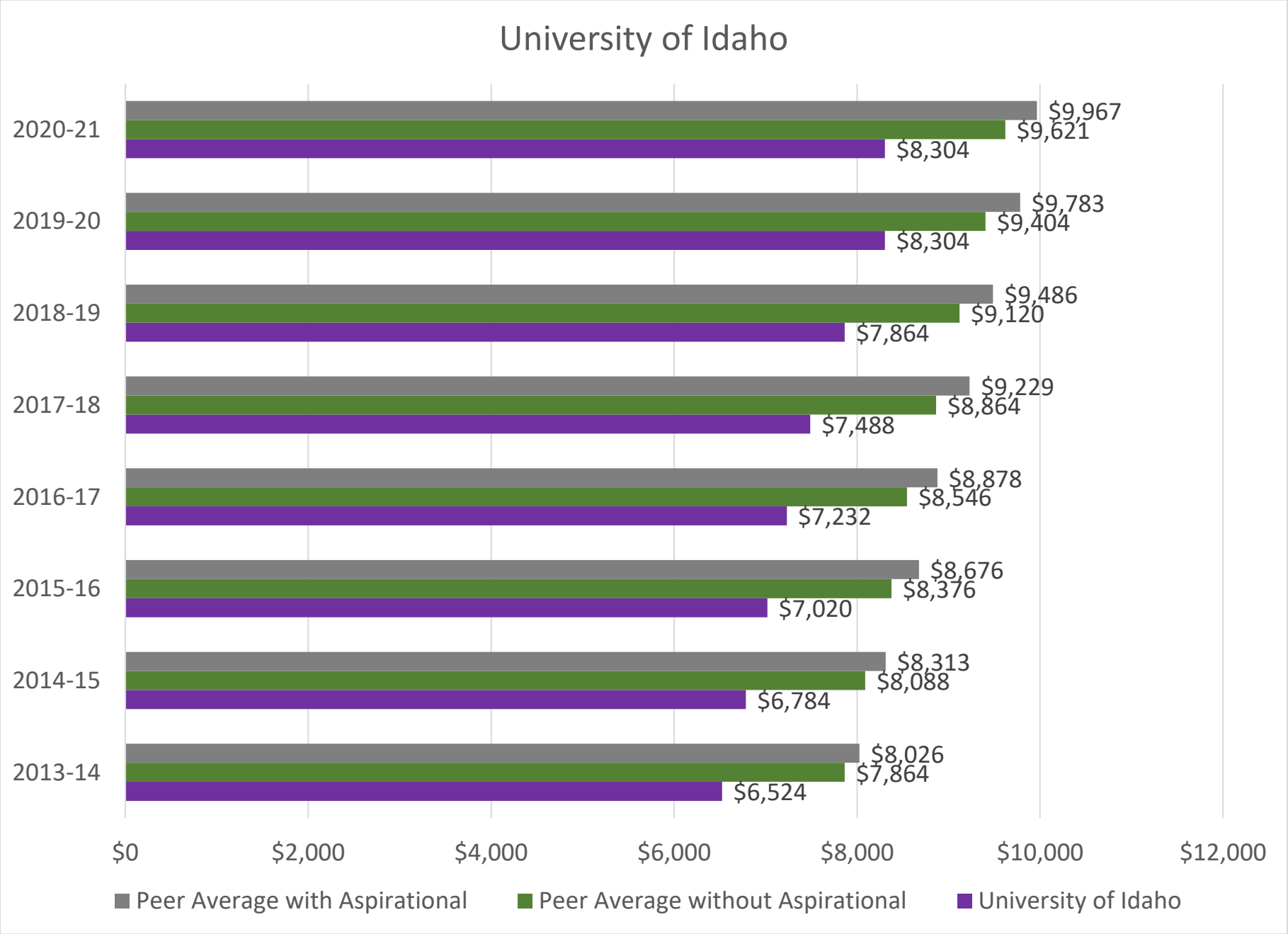


University of Idaho
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%	3.54%	5.02%	5.60%	0.00%	0.43%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%	1.23%	4.70%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.06%	1.55%	2.95%	4.42%	0.91%	1.90%	2.26%	2.99%	5.36%	1.61%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.53%	1.95%	4.03%	3.82%	3.35%	6.85%	4.32%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2022


University of Idaho
2020-21
$9,967
$9,621
$8,304
2019-20
$9,783
$9,404
$8,304
2018-19
$9,486
$9,120
$7,864
2017-18
$9,229
$8,864
$7,488
2016-17
$8,878
$8,546
$7,232
2015-16
$8,676
$8,376
$7,020
2014-15
$8,313
$8,088
$6,784
2013-14
$8,026
$7,864
$6,524
$0
$2,000
$4,000
$6,000
$8,000
$10,000
$12,000
Peer Average with Aspirational
Peer Average without Aspirational
University of Idaho

COLLEGE OF LAW

UNIVERSITY OF IDAHO

Office of the Dean
Moscow, ID 83844-2321
(208) 885-4977
FAX: 885-5709

Memorandum Date: February 28, 2022

To: Torrey Lawrence, Provost & Executive Vice President
Brian Foisy, Vice President for Finance & Administration
Trina Mahoney, Director, Budget Office

From: Johanna Kalb, Dean, College of Law
Re: Law Student Dedicated Professional Fee Request for FY 2023

The College of Law requests an increase in the Law School Dedicated Professional fee of $1,000 per year for Fiscal Year 2023. This dollar amount represents an approximate increase of 7% over the current level of $13,384 per year to $14,384 per year.

This proposed fee is necessary to maintain the high quality of education we provide to students. This fee is not, nor should it be perceived as, a substitute for other funding from the University or from any other source. We fear that that perception could lead to the ultimate functional privatization of the College of Law, which would be detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education despite recent years of financial challenges.

The requested fee increase serves two general purposes: it allows us to continue to achieve our statewide, land grant mission as Idaho's public law school, and it supports specific areas of strategic investment identified by our faculty in light of our upcoming accreditation visit by the American Bar Association (for example, in expanding our Academic Success and Bar Preparation programs). This fee increase is driven in large part by our need to hire and replace a significant number of faculty and staff in an employment market that is very competitive (especially in Boise, which is currently among the least affordable cities in the United States). Moreover, because the College pays a number of faculty and staff using the professional fee fund, we must also ensure that we have sufficient funds available to meet any requirements that the legislature and/or the University impose with respect to CEC for those fee-funded employees.

These proposed uses for the fee increase have long been supported by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The fee increase reflects this balancing of interests, though the College's overall funding needs are greater than can be supported by fee increases alone.

Johanna Kalb
Dean, College of Law

March 10, 2022

To: Idaho State Board of Education
From: Student Bar Association
College of Law
University of Idaho

The University of Idaho College of Law Student Bar Association (SBA) represents all students within the College of Law. We, the leaders of the SBA, are writing to inform you that we support an increase in the Law School Dedicated Professional fee of $1000 per year for Fiscal Year 2023. We understand that this fee allows the College of Law to provide outstanding academic services and opportunities, while striving to keep law school affordable.

Sincerely,

Rebecca Fitz

Rebecca Fitz
SBA President, Boise

Jack Tousley
SBA President, Moscow

University of Idaho

OFFICE OF THE DEAN
College of Art and Architecture
875 Perimeter Drive MS 2461
Moscow ID 83844-2461

208-885-5423
208-885-9481 (FAX)
caa@uidaho.edu
uidaho.edu/caa

MEMORANDUM

TO: KIM SALISBURY, ASSOCIATE VP BUDGET AND PLANNING
TRINA MAHONEY, Assistant VP Budget and Planning

FROM: SHAUNA CORRY, DEAN, COLLEGE OF ART & ARCHITECTURE

SUBJECT: COLLEGE OF ART & ARCHITECTURE FY 2023 PROFESSIONAL FEE REQUEST

DATE: FEBRUARY 23, 2022

With this memo I am requesting the College of Art & Architecture Professional Fee increase by 3%. The current FT rate is $695.00 per student/semester with the undergrad PT rate being equal to 1/10 of FT and graduate rates being equal to 1/9 of FT.

The proposed calculation is: $695 x 3% = $716

The College of Art & Architecture Professional Fee helps support student organizations, field trips, technical shops and studios, computer studios, teaching assistantships and student services such as the presentation of Academic and Financial Aid petitions, career advice, dissemination of opportunities for internships, and both group and individual mentoring by College Advisory Council members.

Each degree program uses these funds to cover accreditation visits for all our accredited programs, association dues, professional development for faculty, to support temporary faculty, student positions, computer studio updates, technology cloud updates, studio facilities upgrades, and technology and IT costs for the entire college.

I am happy to respond to any questions regarding this information. Thank you for your consideration.

Sincerely,

Shauna Corry
Dean, College of Art & Architecture

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

February 23, 2022

To: Idaho State Board of Education

From: Student Congress of Art & Architecture (SCAA)

College of Art & Architecture

University of Idaho

The Student Congress of Art & Architecture (SCAA) represent students within our college. The student leaders in the College of Art & Architecture at the University of Idaho are writing to inform you that we have held a meeting speaking with Kim Osborne, Director of Administrative and Fiscal Operations, and club representatives about a pre-arranged 3.00% increase in our student professional fee. We the congress are in full support of the increase knowing it will be used to support the administrative functions and operations within the College of Art & Architecture. In addition, the professional fee provides outstanding services and opportunities directly to students which enhances their academic experience at the University of Idaho. We appreciate everything that the College of Art & Architecture provides to its students.

Sincerely,

Emma Cresse

Sierra Cullison

Toluwani Ayeni

Allison Price

Megan Biggs

The Student Congress of Art & Architecture

University of Idaho

OFFICE OF THE DEAN
College of Natural Resources
875 Perimeter Drive MS 1138
Moscow ID 83844-1138

208-885-8981
cnr@uidaho.edu

28 February 2022

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science Communication Graduate Certificate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (Board approved in 2005).

The purpose of this memo is to request a 7% increase in the self-support program fee for school year 2022-23 from the current rate of $8,968 per semester, to $9,596 per semester. This increase will keep pace with inflationary costs illustrated by the current CPI of 7%. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2022.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Dennis Becker, PhD
Dean, College of Natural Resources

University of Idaho

OFFICE OF THE DEAN
College of Natural Resources
875 Perimeter Drive MS 1138
Moscow ID 83844-1138

208-885-8981
cnr@uidaho.edu

28 February 2022

Re: College of Natural Resources/McCall Field
Campus Environmental Education and Science Communication Masters of Natural Resources (MNR) Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates in a MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request a 7% increase in the self-support program fee for school year 2022 – 2023 from the current rate of $11,344 per semester, to $12,138 per semester. This increase will keep pace with inflationary costs illustrated by the current CPI of 7%. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2022.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Dennis Becker, PhD
Dean, College of Natural Resources

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

University of Idaho
College of Natural Resources

MOSS
McCALL OUTDOOR SCIENCE SCHOOL

To Whom It May Concern:

In my time in the University of Idaho's Master of Natural Resources graduate program at the McCall Outdoor Science School, I learned far more than I anticipated—and I went into the program optimistically. The place-based education, field ecology, and science communication courses were all individual highlights of the program, and prepared me for a wide variety of roles post-graduation. Science communication, in particular, challenged me to think creatively and artistically in a way that no course had previously, and I was excited and challenged to use my writing skills in a way that improves public awareness around multifaceted and difficult science topics (especially while taking the course in the beginning stages of what has now morphed into a two-plus year pandemic). MOSS' programming is invaluable in preparing students for a life of meaningful work, be it in education, communication, or any number of careers that leave a positive impact on the natural world that surrounds us.

Sincerely,

Alex Griffith, MNR EESC '20

University of Idaho

MOVEMENT SCIENCES
College of Education, Health and Human Sciences
875 Perimeter Drive MS 2401
Moscow ID 83844-2401

208-885-7921
208-885-5929 [FAX]
movementsciences@uidaho.edu
uidaho.edu/ed/mvsc

March 1, 2022

RE: Athletic Training Programs Fees

Dear Members of the Board,

In 2011, The Doctor of Athletic Training (DAT) and Master of Science in Athletic Training (MSAT) programs were approved by the State Board of Education. The first DAT class was admitted in June 2011 and the first MSAT class followed in 2013.

The purpose of this memo is to request a 2.5% increase in the self-support program fee for the MSAT Program and a 5.0% increase for the DAT Program. The last fee increase for these programs was requested and approved in 2016. While the Athletic Training Programs have remained competitively priced compared similar to other programs nationwide, there are four primary reasons for the requested fee increases:

1. Annual fees associated with professional and program needs (e.g., textbooks and technology) alongside programmatic offerings (i.e., hosted continuing education courses) have regularly increased since the last fee increase in 2016.
2. Educational delivery costs have steadily increased and outpaced our previous fee increase. Additionally, the originally planned 3% annual increase has not been applied in any of the last six years.
3. Program accreditation costs have drastically increased. Since the 2016 request, these costs have risen 66%. Starting in 2023, the cost will double when compared to the 2016 fee.
4. Internal administrative costs have steadily risen since our original proposals. Due to our programs' success, hiring additional faculty, staff, and other support personnel has been a necessity to ensure this progress.

Our programs' have grown to be nationally recognized for our innovative approach to Athletic Training education and preparation. These requested increases are critical to ensuring our programs' success and viability into the coming years. An outline of the current and proposed self-support fee increases is outlined in the table below,

PROGRAM	CURRENT FEE	CURRENT FEE/SEMESTER	PROPOSED FEE	PROPOSED FEE/SEMESTER
MSAT	$22,434	$7,478	$22,995	$7,665
DAT	$19,941	$6,647	$20,938	$6,979.33

If necessary, we are happy to answer any questions you may have. Thank you for your time and consideration.

Sincerely,

Philip W. Scruggs
Interim Dean EHHS

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Tuition & Fees

The college is not requesting any increases in either resident or non-resident tuition. A modest increase in the Consolidated Mandatory Fees, which is inclusive of technology fees is being requested and is included in the proposal, below.

Resident Full-Time Tuition & Fees

- A 0.2% increase in full-time tuition/fees which is comprised of an annual $14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 full-time tuition and fees is $6,996 per year versus the prior year fee of $6,982.

Part-Time Tuition & Fees

- A 0.6% increase in the part-time (per credit hour) fee which is comprised of a $2.00 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 part-time fee is $358 versus the prior year fee of $356.
- A 0.6% increase in the summer (per credit hour) fee which is comprised of a $2.00 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 summer fee is $358 versus the prior year fee of $356.

Summer Full-Time Tuition & Fees

- A 0.2% increase in the full-time tuition/fees which is comprised of a $7 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 summer full-time tuition and fees is $3,498 versus the prior year fee of $3,491.

Fees Detail

The State Board of Education has recently adopted the use of a consolidated mandatory fee which is inclusive of all facilities, activity, and technology fees. Per State Board guidance, all elements of the consolidated mandatory fee then fall within one of the following four subcategories:

- Student Enrollment, Engagement, and Success
- Institutional Operations, Services, and Support
- Student Health & Wellness
- Student Government – A subset of this fee includes funding for student activities, clubs, and organizations; of which students shall be allowed to opt-out of payment of this subset of the fee. For LC State, the proposed opt-out amount is $3 per semester for full-time and $1 per credit hour for part-time.

Consolidated Mandatory Fees - Technology Fee
The technology fee funds computer labs, a pay for print system, and the campus enterprise resource planning system. The requested $7 per semester ($14 per year) increase for full-time students and $2.00 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Non-Resident Tuition & Fees

- A 0.1% increase in the non-resident tuition/fees which is comprised of an annual $14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 full-time non-resident tuition and fee package is $20,252 versus the prior year at $20,238.
- A 0.1% increase in Asotin County non-resident tuition/fees which is comprised of an annual $14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 Asotin County non-resident tuition and fee package is $11,066 versus the prior year at $11,052.

Graduate Full-Time Tuition & Fees

- A 4.5% increase in full-time tuition/fees which includes an annual $302 (5.2%), $90 (4.5%) in graduate fees, and $14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of $406 per year. The proposed FY23 full-time tuition and fees is $9,406 per year versus the prior year fee of $9,000.

Graduate Non-Resident Full-Time Tuition & Fees

- A 4.5% increase in non-resident full-time tuition/fees which includes an annual $898 (4.7%), $90 (4.5%) in graduate fees, and $14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of $1,002 per year. The proposed FY23 full-time tuition and fees is $23,258 per year versus the prior year fee of $22,256.

Graduate Part-Time Tuition & Fees

- A 4.4% increase in the part-time (per credit hour) fee which includes $18.00 (4.5%) in tuition and $2.00 (0.6%) in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of $20 per credit hour. The proposed FY23 part-time fee is $470 versus the prior year fee of $450.

Portfolio Class Fee

The college is requesting a $50 fee to be effective with SU 2022. This is a new fee in lieu of the part-time credit hour fee and only applies to the new Portfolio course through which people may learn to assemble documentation to demonstrate prior learning.

Correctional Education Per Credit Hour Fee

The college is requesting a $260 per credit hour fee to be effective with SU 2022. This new fee is intended to help incarcerated populations of students who have completed a GED or high school diploma to gain college credits. A lower per credit hour fee than the traditional part-time rate is proposed due to limited funding availability for these populations and the limited services that LC State would provide such as no campus activities or services.

Attachments:

Attachment 1	Schedule detailing the tuition and fee changes
Attachment 2	Schedule displaying a 4-year history of Board-approved fees and the FY 2022 requested fees
Attachment 3	Chart: Cost of Attending College vs. Per Capita Income

Attachment 4	Chart: Cost to Deliver College and Cost to Deliver Per FTE
Attachment 5	Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
Attachment 6	Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY22 Fees	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
1	**Full-time Fees:**					
2	Undergraduate Resident Tuition	$5,826.00	$6,198.00	$5,826.00	$0.00	0.0%
3	Consolidated Mandatory Fee:	1,156.00	0.00	0.00	(1,156.00)	-100.0%
4	Student Enrollment, Engagement and Success	0.00	94.00	221.50	221.50	0.0%
5	Institutional Operations, Services and Support	0.00	799.50	678.50	678.50	0.0%
6	Student Health and Wellness	0.00	170.50	164.00	164.00	0.0%
7	Student Government	0.00	98.00	100.00	100.00	0.0%
8	Student Government - Opt Out Portion	0.00	8.00	6.00	6.00	0.0%
9	**Total Full-time Fees**	$6,982.00	$7,368.00	$6,996.00	$14.00	0.2%
10						
11	**Part-time Credit Hour Fees:**					
12	Tuition	$308.75	$326.00	$308.75	$0.00	0.0%
13	Consolidated Mandatory Fee:	47.25	0.00	0.00	(47.25)	-100.0%
14	Student Enrollment, Engagement and Success	0.00	0.75	1.25	1.25	0.0%
15	Institutional Operations, Services and Support	0.00	38.50	39.75	39.75	0.0%
16	Student Health and Wellness	0.00	7.25	5.75	5.75	0.0%
17	Student Government	0.00	2.50	1.50	1.50	0.0%
18	Student Government - Opt Out Portion	0.00	0.00	1.00	1.00	0.0%
19	**Total Part-time Cr Hr Fees**	$356.00	$375.00	$358.00	$2.00	0.6%
20						
21	**Part-time Summer Fees**					
22	Tuition	$232.25	$249.50	$232.25	$0.00	0.0%
23	Consolidated Mandatory Fee:	123.75	0.00	0.00	(123.75)	-100.0%
24	Student Enrollment, Engagement and Success	0.00	1.50	1.50	1.50	0.0%
25	Institutional Operations, Services and Support	0.00	117.25	120.00	120.00	0.0%
26	Student Health and Wellness	0.00	4.25	4.25	4.25	0.0%
27	Student Government	0.00	2.50	0.00	0.00	0.0%
28	Student Government - Opt Out Portion	0.00	0.00	0.00	0.00	0.0%
29	**Total Summer Cr Hr Fees**	$356.00	$375.00	$358.00	$2.00	0.6%
30						
31	**Full-time Summer Fees**					
32	Tuition	$2,913.00	$3,099.00	$2,913.00	$0.00	0.0%
33	Consolidated Mandatory Fee:	578.00	0.00	0.00	(578.00)	-100.0%
34	Student Enrollment, Engagement and Success	0.00	47.00	110.75	110.75	0.0%
35	Institutional Operations, Services and Support	0.00	399.75	339.25	339.25	0.0%
36	Student Health and Wellness	0.00	85.25	82.00	82.00	0.0%
37	Student Government	0.00	49.00	50.00	50.00	0.0%
38	Student Government - Opt Out Portion	0.00	4.00	3.00	3.00	0.0%
39	**Total Full-time Fees**	$3,491.00	$3,684.00	$3,498.00	$7.00	0.2%
40						
41	**Other Student Fees:**					
42	Graduate Fees: Idaho Resident					
43	Graduate Resident Tuition	$5,826.00	$6,198.00	$6,128.00	$6,128.00	105.2%
44	Full-Time Grad Fee	2,018.00	2,128.00	2,108.00	(3,718.00)	-184.2%
45	Consolidated Mandatory Fee:	1,156.00	0.00	0.00	(2,018.00)	-174.6%
46	Student Enrollment, Engagement and Success	0.00	94.00	221.50	(934.50)	0.0%
47	Institutional Operations, Services and Support	0.00	799.50	678.50	678.50	0.0%
48	Student Health and Wellness	0.00	170.50	164.00	164.00	0.0%
49	Student Government	0.00	98.00	100.00	100.00	0.0%
50	Student Government - Opt Out Portion	0.00	8.00	6.00	6.00	0.0%
51	**Total Graduate Full-time Fees**	$9,000.00	$9,219.50	$9,406.00	$406.00	4.5%
52						

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2023

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY22 Fees	FY23 Initial Notice	Requested FY 2023 Rates	Requested Change	Requested % Chg.
53	Graduate Fees: Non-resident					
54	Graduate Nonresident Tuition	$19,082.00	$20,188.00	$19,980.00	$898.00	4.7%
55	Out-of-state Full-time Grad Fee	2,018.00	2,128.00	2,108.00	90.00	4.5%
56	Consolidated Mandatory Fee:	1,156.00	0.00	0.00	(1,156.00)	0.0%
57	Student Enrollment, Engagement and Success	0.00	94.00	221.50	221.50	0.0%
58	Institutional Operations, Services and Support	0.00	799.50	678.50	678.50	0.0%
59	Student Health and Wellness	0.00	170.50	164.00	164.00	0.0%
60	Student Government	0.00	98.00	100.00	100.00	0.0%
61	Student Government - Opt Out Portion	0.00	8.00	6.00	6.00	0.0%
62	**Total Out-of-state Graduate Full-time Fees**	$22,256.00	$23,209.50	$23,258.00	$1,002.00	4.5%
63						
64	Part-time Graduate Fees					
65	Part-time Tuition	$402.75	$425.00	$420.75	$18.00	4.5%
66	Consolidated Mandatory Fee:	47.25	0.00	0.00	(47.25)	-100.0%
67	Student Enrollment, Engagement and Success	0.00	0.75	1.25	1.25	0.0%
68	Institutional Operations, Services and Support	0.00	38.50	39.75	39.75	0.0%
69	Student Health and Wellness	0.00	7.25	5.75	5.75	0.0%
70	Student Government	0.00	2.50	1.50	1.50	0.0%
71	Student Government - Opt Out Portion	0.00	0.00	1.00	1.00	0.0%
72	**Total Graduate Part-time Cr Hr Fees**	$450.00	$474.00	$470.00	$20.00	4.4%
73						
74	**Non-Resident Tuition (includes mandatory fees listed above):**					
75	Undergraduate Nonresident - FT	$20,238.00	$21,358.00	$20,252.00	$14.00	0.1%
76	Undergraduate Nonresident - PT	N/A	N/A	N/A	N/A	N/A
77	Undergraduate Nonresident - Summer	N/A	N/A	N/A	N/A	N/A
78	Nonres - Asotin County (LCSC)	$11,052.00	$11,664.00	$11,066.00	$14.00	0.1%
79	Professional Fees:					
80	NONE	N/A	N/A	N/A	N/A	N/A
81	Self-Support Fees:					
82	NONE	N/A	N/A	N/A	N/A	N/A
83	Online Program Fees					
84	NONE	N/A	N/A	N/A	N/A	N/A
85	Other Fees:					
86	Western Undergrad Exchange	$8,740.00	$9,297.00	$8,740.00	$0.00	0.0%
87	Portfolio Class Fee **(new effective SU2022)**	$0.00	$50.00	$50.00	$50.00	100.0%
88	Correctional Education Per Credit Hour Fee **(new effective SU202**	$0.00	$260.00	$260.00	$260.00	100.0%
89	In-service Fees/Cr Hr - Undergrad	$129.00	$129.00	$131.00	$2.00	1.6%
90	In-service Fees/Cr Hr - Graduate	$168.00	$170.00	$172.00	$4.00	2.4%
91	Course Overload Tuition (20 cr. or more)	$356.00	$375.00	$358.00	$2.00	0.6%
92	High School Student on Campus/Online Credit Hour Fees					
93	(25% of part-time credit hour fee)					
94	Idaho High School Student	$75.00	$75.00	$75.00	$0.00	0.00%
95	Washington High School Student	$89.00	$89.00	$90.00	$1.00	1.1%
96	WA In-High School Credit Hour Fees	$89.00	$89.00	$90.00	$1.00	1.1%
97						
98						
99						
100						
101						
102						
103	**Full- & part-time fees are effective Fall Semester 2022. Full-time summer fees are effective Summer 2023.**					
104						

ATTACHMENT 2

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$ 5,502.00	$ 5,826.00	$ 5,826.00	$ 5,826.00	$ 5,826.00	$ 324.00	5.9%
3	Technology Fee	130.00	136.00	136.00			(130.00)	-100.0%
4	Facilities Fees	155.00	189.00	189.00			(155.00)	-100.0%
5	Student Activity Fees	831.00	831.00	831.00			(831.00)	-100.0%
6	Consolidated Mandatory Fee:				1,156.00		-	-100.0%
7	Student Enrollment, Engagement and Success					221.50	221.50	100.0%
8	Institutional Operations, Services and Support					678.50	678.50	100.0%
9	Student Health and Wellness					164.00	164.00	100.0%
10	Student Government					100.00	100.00	100.0%
11	Student Government - Opt Out Portion					6.00	6.00	100.0%
12	**Total Full-time Fees**	$ 6,618.00	$ 6,982.00	$ 6,982.00	$ 6,982.00	$ 6,996.00	$ 378.00	5.7%
13	Percentage Increase	4.5%	5.5%	0.0%	0.0%	0.2%		
14								
15	**Part-time Credit Hour Fees**							
16	Tuition	$ 294.75	$ 308.75	$ 308.75	$ 308.75	$ 308.75	$ 14.00	4.7%
17	Technology Fee	7.25	8.25	8.25			(7.25)	-100.0%
18	Facilities Fees	5.00	8.00	8.00			(5.00)	-100.0%
19	Student Activity Fees	31.00	31.00	31.00			(31.00)	-100.0%
20	Consolidated Mandatory Fee:				47.25		-	-100.0%
21	Student Enrollment, Engagement and Success					1.25	1.25	100.0%
22	Institutional Operations, Services and Support					39.75	39.75	100.0%
23	Student Health and Wellness					5.75	5.75	100.0%
24	Student Government					1.50	1.50	100.0%
25	Student Government - Opt Out Portion					1.00	1.00	100.0%
26	**Total Part-time Cr Hr Fees**	$ 338.00	$ 356.00	$ 356.00	$ 356.00	$ 358.00	$ 20.00	5.9%
27								
28	**Summer Credit Hour Fees**							
29	Tuiotion	$ 219.25	$ 232.25	$ 232.25	$ 232.25	$ 232.25	$ 13.00	5.9%
30	Technology Fee	7.25	8.25	8.25			(7.25)	-100.0%
31	Facilities Fees	5.00	8.00	8.00			(5.00)	-100.0%
32	Student Activity Fees	106.50	107.50	107.50			(106.50)	-100.0%
33	Consolidated Mandatory Fee:				123.75		-	-100.0%
34	Student Enrollment, Engagement and Success					1.50	1.50	100.0%
35	Institutional Operations, Services and Support					120.00	120.00	100.0%
36	Student Health and Wellness					4.25	4.25	100.0%
37	Student Government					-	-	0.0%
38	Student Government - Opt Out Portion					-	-	0.0%
39	**Total Summer Cr Hr Fees**	$ 338.00	$ 356.00	$ 356.00	$ 356.00	$ 358.00	$ 20.00	5.9%
40								
41	**Full-Time Summer Fees**							
42	Tuition (Unrestricted)				$ 2,913.00	$ 2,913.00	$ 2,913.00	100.0%
43	Consolidated Mandatory Fee:				578.00		-	-100.0%
44	Student Enrollment, Engagement and Success					110.75	110.75	100.0%
45	Institutional Operations, Services and Support					339.25	339.25	100.0%
46	Student Health and Wellness					82.00	82.00	100.0%
47	Student Government					50.00	50.00	100.0%
48	Student Government - Opt Out Portion					3.00	3.00	100.0%
49	**Total Full-time Fees**	$ -	$ -	$ -	$ 3,491.00	$ 3,498.00	$ 3,498.00	100.0%
50								
51	**Other Student Fees**							
52	Graduate Fees: Idaho Resident							
53	Graduate Resident Tuition				$ 5,826.00	$ 6,128.00	$ 6,128.00	100.0%
54	Full-Time Grad Fee				2,018.00	2,108.00	2,108.00	100.0%
55	Consolidated Mandatory Fee:				1,156.00		-	-100.0%
56	Student Enrollment, Engagement and Success					221.50	221.50	100.0%
57	Institutional Operations, Services and Support					678.50	678.50	100.0%
58	Student Health and Wellness					164.00	164.00	100.0%
59	Student Government					100.00	100.00	100.0%
60	Student Government - Opt Out Portion					6.00	6.00	100.0%
61	**Total Graduate Full-time Fees**	$ -	$ -	$ -	$ 9,000.00	$ 9,406.00	$ 9,406.00	100.0%
62								

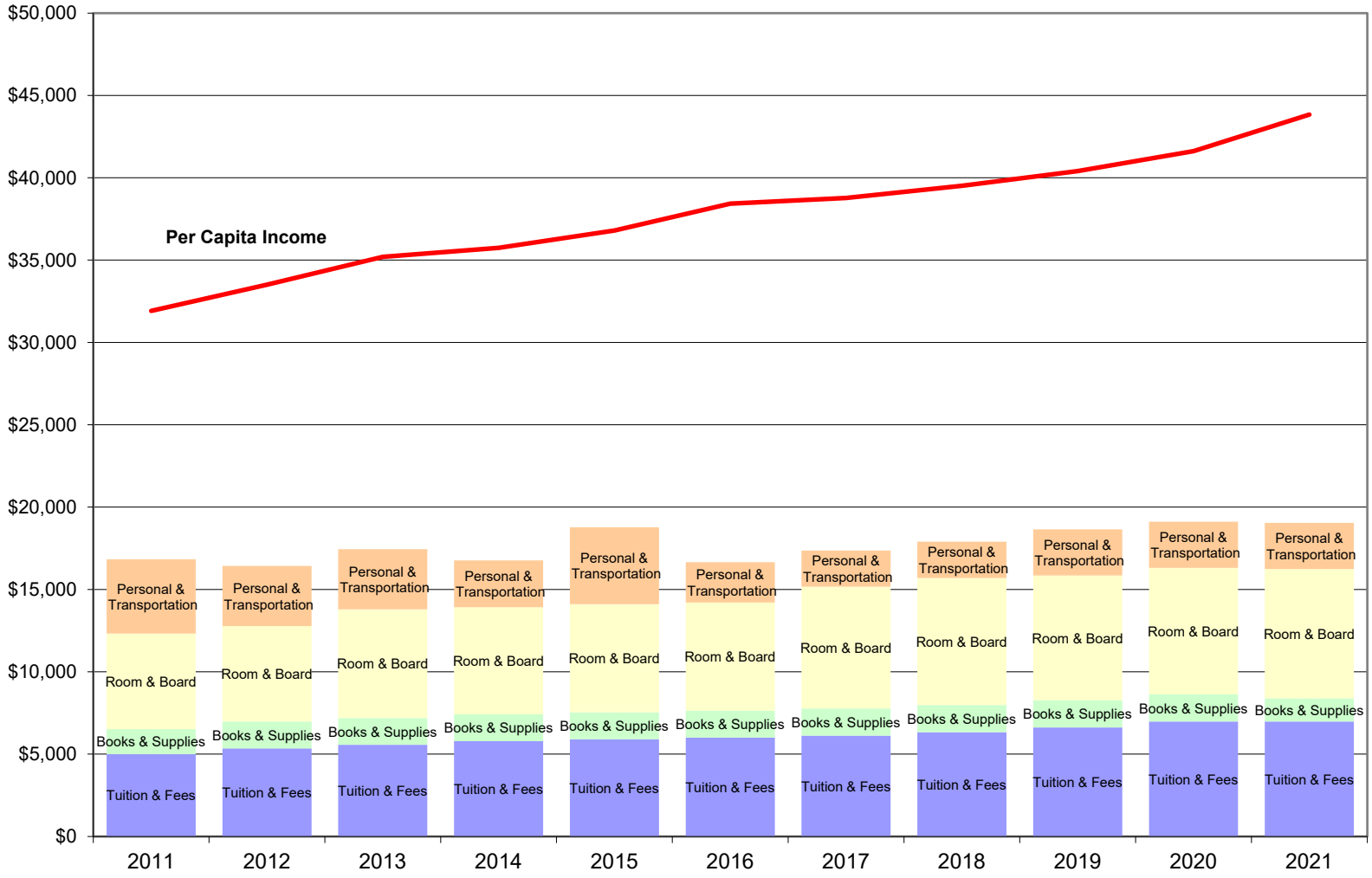
LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY23 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hours Fees

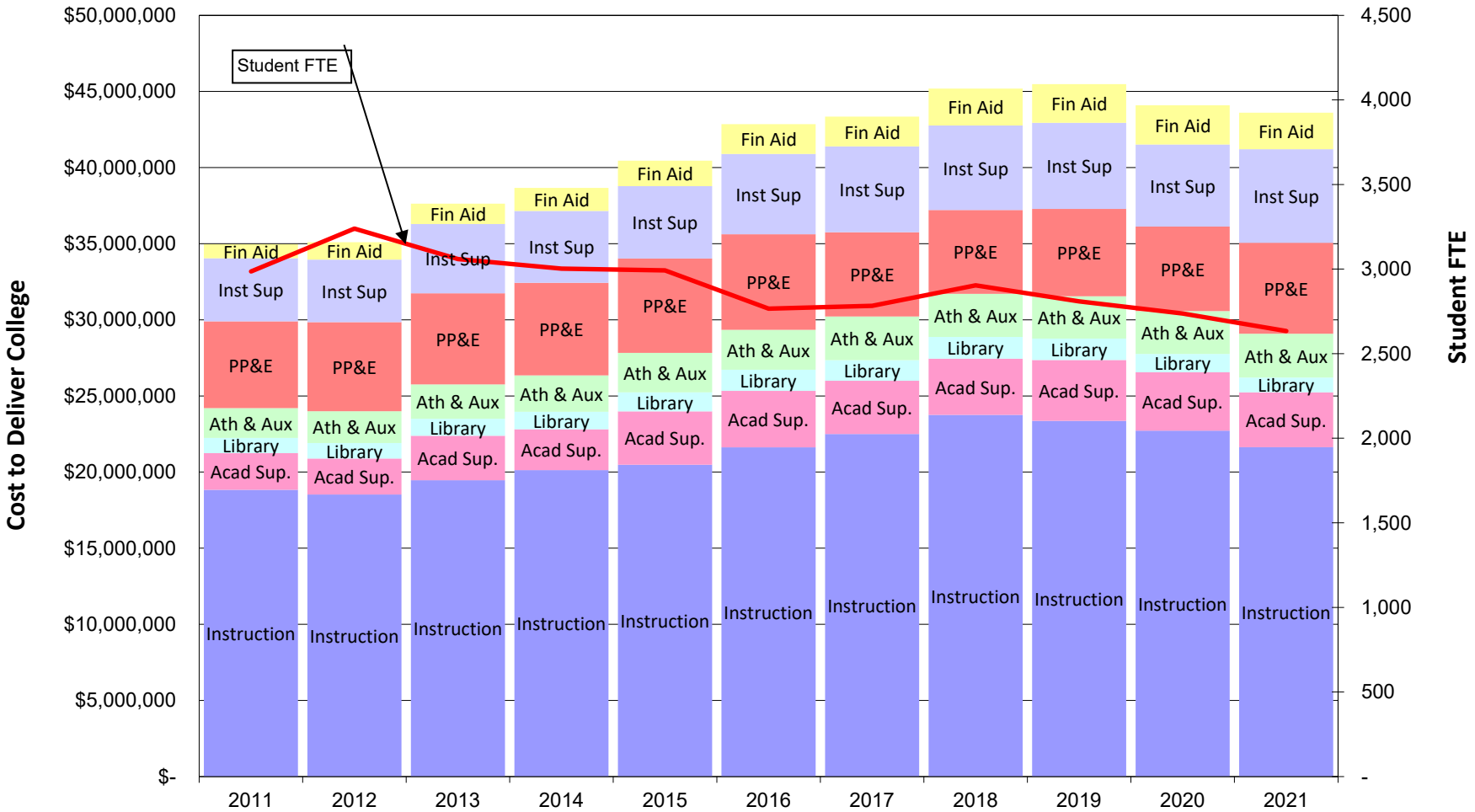
	Student Fees:	FY 2019	FY 2020	FY 2021	FY 2022	Request FY 2023	5-Year Increase	% Increase
63	Graduate Fees: Non-resident							
64	Graduate Nonresident Tuition				$ 19,082.00	$ 19,980.00	$ 19,980.00	100.0%
65	Out-of-state Full-time Grad Fee				2,018.00	2,108.00	2,108.00	100.0%
66	Consolidated Mandatory Fee:				1,156.00		-	-100.0%
67	Student Enrollment, Engagement and Success					221.50	221.50	100.0%
68	Institutional Operations, Services and Support					678.50	678.50	100.0%
69	Student Health and Wellness					164.00	164.00	100.0%
70	Student Government					100.00	100.00	100.0%
71	Student Government - Opt Out Portion					6.00	6.00	100.0%
72	**Total Out-of-state Graduate Full-time Fees**	$ -	$ -	$ -	$ 22,256.00	$ 23,258.00	$ 23,258.00	100.0%
73								
74	Part-time Graduate Fees							
75	Part-time Tuition				$ 402.75	$ 420.75	$ 420.75	100.0%
76	Consolidated Mandatory Fee:				47.25		-	-100.0%
77	Student Enrollment, Engagement and Success					1.25	1.25	100.0%
78	Institutional Operations, Services and Support					39.75	39.75	100.0%
79	Student Health and Wellness					5.75	5.75	100.0%
80	Student Government					1.50	1.50	100.0%
81	Student Government - Opt Out Portion					1.00	1.00	100.0%
82	**Total Graduate Part-time Cr Hr Fees**	$ -	$ -	$ -	$ 450.00	$ 470.00	$ 470.00	100.0%
83								
84	Nonresident Tuition:							
85	Nonres Tuition Premium	$ 12,618.00	$ 12,996.00	$ 13,256.00	$ 13,256.00	$ 13,256.00	$ 638.00	5.1%
86	Nonres Tuition-Asotin County Premium	$ 3,874.00	$ 3,990.00	$ 4,070.00	$ 4,070.00	$ 4,070.00	$ 196.00	5.1%
87	Other Fees:							
88	Western Undergrad Exchge	$ 3,310.00	$ 3,492.00	$ 3,492.00	$ 2,914.00	$ 2,914.00	$ (396.00)	-12.0%
89	Portfolio Class Fee (new effective SU2022)					$ 50.00	$ 50.00	100.0%
90	Correctional Education Per Credit Hour Fee (new effective SU2022)					$ 260.00	$ 260.00	100.0%
91	In-service Fees/Cr Hr - Undergrad	$ 122.00	$ 129.00	$ 129.00	$ 129.00	$ 131.00	$ 9.00	7.4%
92	In-service Fees/Cr Hr - Graduate				$ 167.00	$ 172.00	$ 172.00	100.0%
93	Overload (20 cr. or more)	$ 338.00	$ 356.00	$ 356.00	$ 356.00	$ 358.00	$ 20.00	5.9%
94	High School Student on Campus/Online Credit Hour Fees							
95	(25% of part-time credit hour fee)							
96	Idaho High School Student	$ 85.00	$ 89.00	$ 89.00	$ 75.00	$ 75.00	$ (10.00)	-11.8%
97	Washington High School Student	$ 85.00	$ 89.00	$ 89.00	$ 89.00	$ 90.00	$ 5.00	5.9%
98	WA In-High School Credit Hour Fees	$ 85.00	$ 89.00	$ 89.00	$ 89.00	$ 90.00	$ 5.00	5.9%

Cost of Attending College vs. Per Capita Income
Lewis-Clark State College



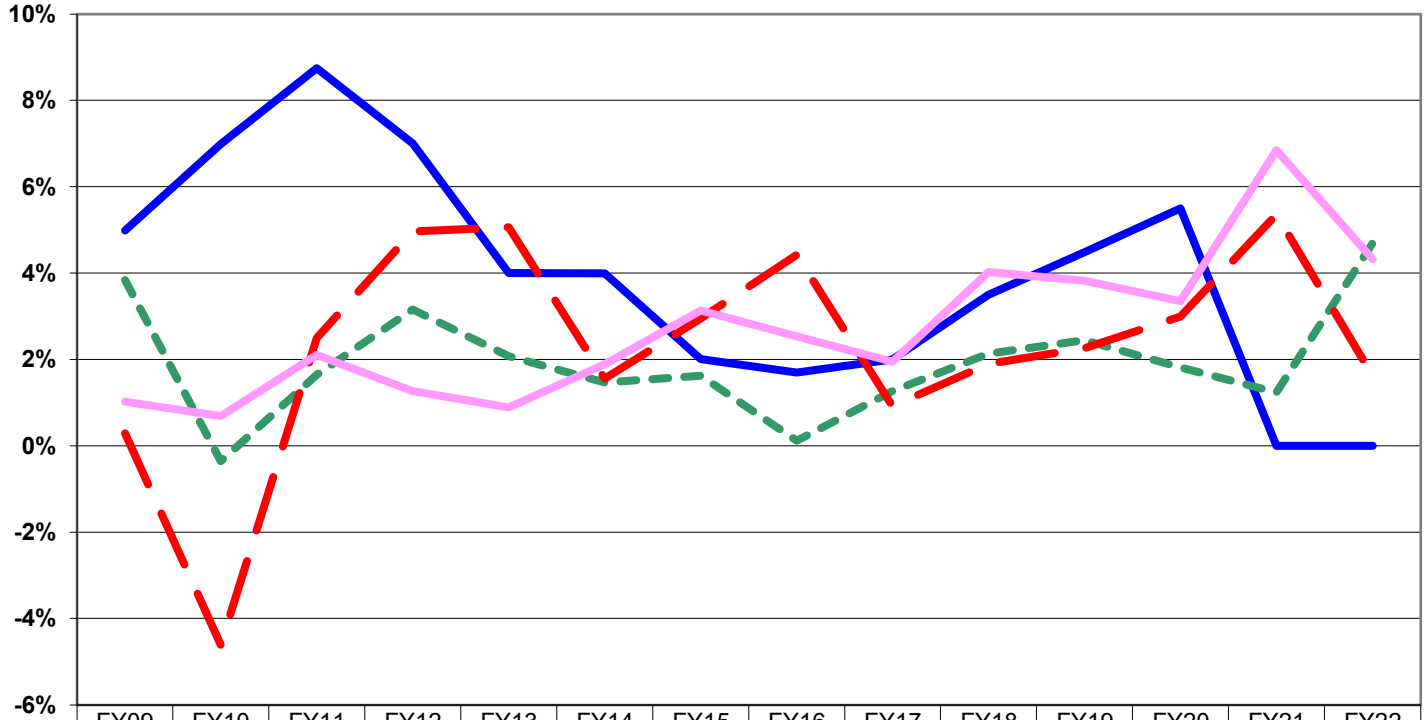
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Lewis-Clark State College



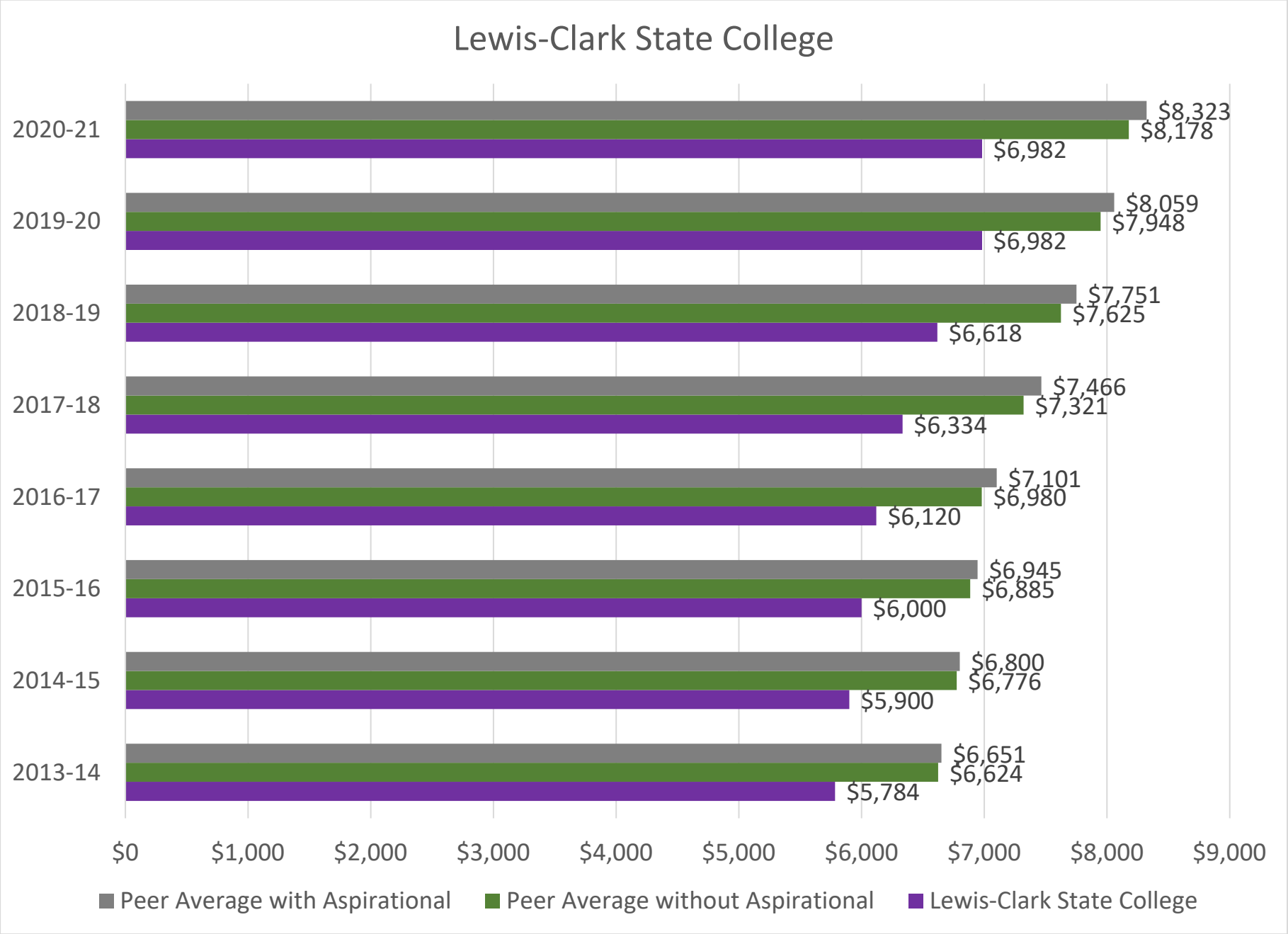
Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Lewis-Clark State College
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Resident Tuition and Fees	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%	4.48%	5.50%	0.00%	0.00%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%	1.23%	4.70%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.06%	1.55%	2.95%	4.42%	0.91%	1.90%	2.26%	2.99%	5.36%	1.61%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.53%	1.95%	4.03%	3.82%	3.35%	6.85%	4.32%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2022


Lewis-Clark State College
2020-21
$8,323
$8,178
$6,982
2019-20
$8,059
$7,948
$6,982
2018-19
$7,751
$7,625
$6,618
2017-18
$7,466
$7,321
$6,334
2016-17
$7,101
$6,980
$6,120
2015-16
$6,945
$6,885
$6,000
2014-15
$6,800
$6,776
$5,900
2013-14
$6,651
$6,624
$5,784
$0
$1,000
$2,000
$3,000
$4,000
$5,000
$6,000
$7,000
$8,000
$9,000
Peer Average with Aspirational
Peer Average without Aspirational
Lewis-Clark State College

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2022

TAB	DESCRIPTION	ACTION
1	**DEVELOPMENTS IN K-12 EDUCATION**	Information Item
2	**TEACHER MENTOR PROGRAM UPDATE**	Information Item
3	**FEDERAL CORONAVIRUS RELIEF K-12 FUNDING**	Information Item
4	**ELEMENTARY SECONDARY EDUCATION ACT – CONSOLIDATED STATE PLAN AMENDMENTS**	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:

- Legislative Update
- Post Legislative Tour Update
- Teacher Awards Update
- Annual Prevention Conference Update
- Literacy Summit

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Mentor Teacher Program Update

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.
August 31, 2017	Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.
April 19, 2018	Board adopted the Idaho Framework for Mentor and Induction Programs as the state's approved educator mentor program standards.
October 2021	Board updated on professional development being implemented and developed

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.
Sections 33-512, 33-1201A, and 33-1612, Idaho Code.

BACKGROUND/DISCUSSION

Idaho Code requires that instructional and pupil service staff will receive mentoring and that school boards provide mentoring for teachers in their first two years. Further, the State Department of Education (Department) is tasked with providing professional development in all content areas as specified through intent language in each year's appropriations bill in the Public Schools Budget. The 2022 Legislature repealed Section 33-1004J, Idaho Code, which provided leadership premiums for teachers who serve as mentors. The Department has actively been pursuing other ways to provide mentoring to Idaho educators. This update is to inform of a program in development.

Each year, approximately eight percent (8%) of teachers leave the (teaching) profession, and more than 50 percent quit teaching before reaching retirement. Nearly half of new teachers leave the classroom in their first five years, including 9.5 percent (9.5 %) in the first year alone. Teachers exiting the profession cite a lack of support as one of the top five reasons for leaving - *National Association of Secondary School Principals*. A mentor teacher program will help mitigate this attrition. A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale

grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers. – *Standard 2, Idaho Mentor and Induction Program Standards.*

A state led mentor teacher program aligns with State Department of Education strategic plan goal 4, "Idaho attracts and retains great teachers and leaders."

Whereas school districts and charter schools have full control over how a mentor program is designed and implemented in their district, it is recognized that many districts do not have an active program in place thereby leaving new teachers with insufficient support and may lead to their leaving the profession in their first years of service. This creates a continuing dilemma for districts to provide highly qualified teachers for their schools.

IMPACT

It is the intent of this program to support districts and schools with a cohesive, Idaho Mentor and Induction Program Standards aligned network of trained mentor teachers that will directly impact teacher recruitment, induction, and retention.

ATTACHMENTS

Attachment 1 – House Bill 538 (2021) Central Services Appropriations 2021
Attachment 2 – Task Force for Improving Education final report
Attachment 3 – Idaho Mentor and Induction Program Standards (approved by the Board April 2018)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Governor Otter's 2012/2013 Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, "The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommended "the state provide funding support for a mentoring program." Additionally, the Board's Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, and policy changes and budget requests to implement the recommendations (2013) of the Governor's Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013

the Idaho Mentor Program Standards developed in 2006 by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department's Mentoring Committee, with technical assistance from the New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the "gold standard" for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee's individualized professional learning plan during the initial three years of holding an Idaho certificate. Pursuant to IDAPA 08.02.02., alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During negotiated rulemaking meetings conducted by Board staff in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators, and staff from the State Department of Education raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined, and suggested the standards be reviewed again. In response to this concern, Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendation for amended or new state mentoring standards. The group completed their work in 2018 and the Board adopted the "Idaho Framework for Mentor and Induction Programs" at the April 2018 Regular Board meeting. Any statutory or administrative code reference requiring use of the state or Board approved educator/teacher mentoring program or standards is referencing programs based on the standards approved at the April 2018 Regular Board meeting.

In addition to mentoring programs provided through a school district or charter school, the majority of Idaho's approved educator preparation programs include a mentoring component. This mentoring component is typically completed during the candidate's student teacher (clinical) portion of the program and is developed in conjunction with the school district or charter school the student teacher is placed in.

Section 5 of House Bill 795 (2022) — Central Services Division of the public schools budget — requires "Of the moneys appropriated in Section 1 of this act, the State Department of Education may expend up to $2,500,000 for professional development and teacher training and to track usage and effectiveness of professional development efforts at the state and local levels." Section 3 of HB 793 (2022) — Teachers Division of the public schools budget — provides "Of the moneys appropriated in Section 1 of this act, $10,850,000 from the Public School Income Fund shall be distributed for professional development that supports instructors and pupil services staff to increase student learning, mentoring, and collaboration. Professional development efforts should be measurable, provide the instructors and pupil services staff with a clear understanding of their progress, be incorporated into their performance evaluations, and, to the extent possible, be included in the school district or public charter school continuous improvement plans required by Section 33-320, Idaho Code. Funding shall be distributed by a formula prescribed by the State Department of Education, and the State Department of Education shall track usage and effectiveness of professional development efforts at the state and local levels." In addition to this state funding for professional development, eligible school districts receive statewide approximately $10M in federal Title II-A funds that are required to be used for providing professional development. Title II-A funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders, including quality mentor programs. The State Department of Education is also responsible for providing or making funds available for professional development, training, and/or technical assistant literacy intervention and working with students with characteristics of dyslexia (chapter 18, title 33), high quality professional development focused on advanced high school civics or government courses (Section 33-1602, Idaho Code), and mathematics instruction (Section 33-1627, Idaho Code).

Current instructional staff (teacher) retention rates can be found in the updated Educator Pipeline Report provided under the Planning, Policy and Governmental Affairs portion of the agenda. This report provides a breakdown of retention rates based on the certification route used to obtain certification and geographic region.

BOARD ACTION

This item is for informational purposes only.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature First Regular Session - 2021

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 358

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; PROVIDING FOR EXPENDITURES FOR THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; APPROPRIATING GENERAL FUND MONEYS FOR TRANSFER TO THE PUBLIC SCHOOL INCOME FUND; APPROPRIATING MONEYS TO THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; DIRECTING THE USE OF MONEYS FOR LITERACY PROGRAMS, INTERVENTION SERVICES, MATH INITIATIVE PROGRAMS, AND LIMITED-ENGLISH PROFICIENCY PROGRAMS; DIRECTING THE USE OF MONEYS FOR STUDENT ASSESSMENTS; DIRECTING THE USE OF MONEYS FOR PROFESSIONAL DEVELOPMENT; PROVIDING REQUIREMENTS FOR DIGITAL CONTENT AND CURRICULUM; PROVIDING GUIDANCE ON YEAR-END RECONCILIATION; PROVIDING REQUIREMENTS FOR TECHNOLOGY CONTENT AND CURRICULUM; DEFINING "DISTRIBUTED" AND "EXPENDED"; AND REQUIRING AN ACQUISITIONS REPORT.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. The following amounts shall be expended for the Public Schools Educational Support Program's Division of Central Services for the period July 1, 2021, through June 30, 2022:

FROM:

General Fund	$11,817,600
Federal COVID-19 Relief Fund	1,850,000
TOTAL	$13,667,600

SECTION 2. There is hereby appropriated the following amount to be transferred to the Public School Income Fund for the period July 1, 2021, through June 30, 2022:

FROM:

General Fund	$11,817,600

SECTION 3. There is hereby appropriated to the Public Schools Educational Support Program's Division of Central Services the following amounts to be expended for operating expenditures from the listed funds for the period July 1, 2021, through June 30, 2022:

FROM:

Public School Income Fund	$11,817,600
Federal COVID-19 Relief Fund	1,850,000
TOTAL	$13,667,600

SECTION 4. PROGRAM SUPPORT. Of the moneys appropriated in Section 3 of this act, up to $2,259,100 from the Public School Income Fund shall be expended for the support of literacy programs, intervention services for non-Title I schools that fail to achieve proficiency on Idaho's standards-based achievement tests, math initiative programs and regional math labs, and evaluation of the programs for students with non-English or limited-English proficiency. The Department of Education shall report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee by January 15, 2022, on the uses of funds and effectiveness of the programs and efforts.

SECTION 5. STUDENT ASSESSMENTS. Of the moneys appropriated in Section 3 of this act, the Department of Education may expend up to $2,258,500 for the development or administration of student assessments, including a college entrance exam for grade 11 students, an exam for grade 10 students that provides preparation for the college entrance exam, and end-of-course exams for high school science subjects.

SECTION 6. PROFESSIONAL DEVELOPMENT. Of the moneys appropriated in Section 3 of this act, the Department of Education may expend up to $2,700,000 for professional development, teacher training, and to track usage and effectiveness of professional development efforts at the state and local levels.

SECTION 7. CONTENT AND CURRICULUM -- DIGITAL CONTENT. Of the moneys appropriated in Section 3 of this act, $1,200,000 shall be expended for the purchase of content and curriculum for adaptive math instruction, and $3,250,000, with $2,250,000 from the Public School Income Fund and $1,000,000 from the Federal COVID-19 Relief Fund, shall be expended for research-based programs to assist with the instruction of students with non-English or limited-English proficiency and for learning loss.

SECTION 8. YEAR-END RECONCILIATION. If the funds appropriated and transferred to the Public School Income Fund and the funds appropriated from the General Fund in Section 1 of this act exceed the actual expenditures for the specified purposes, the difference shall be included in the year-end reconciliation used to calculate funding available to meet the requirements of Section 33-1018, Idaho Code, notwithstanding any other provision of law to the contrary. If the funding amounts specified in Section 5 of this act are insufficient to meet the actual expenditures, the difference shall be included in the year-end reconciliation used to calculate funding available to meet the requirements of Section 33-1018, Idaho Code, notwithstanding any other provision of law to the contrary.

SECTION 9. CONTENT AND CURRICULUM -- TECHNOLOGY. Of the funds appropriated in Section 3 of this act, an amount not to exceed $1,300,000, with $1,000,000 from the Public School Income Fund and $300,000 from the Federal COVID-19 Relief Fund, may be expended by the Department of Education to contract for services that provide technology education opportunities and/or information technology certifications to students, including faculty, that prepare students for college, career, or the workplace. Funding shall be awarded for projects that include three (3) or more of the following components:

(1) Certification of skills and competencies;
(2) Professional development for teachers;
(3) Integration with curriculum standards;
(4) Online access to research-based content and curriculum; or
(5) Instructional software for classroom use.

The Department of Education shall provide a report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee by January 15, 2022, regarding the number and type of certificates earned by students and faculty.

SECTION 10. DEFINITIONS. For the purposes of this act, "distributed" means moneys that are transferred to school districts and public charter schools with no funds withheld for any other contract or administrative costs. "Expended" means moneys that pay for the cost of contracts that provide services to school districts, public charter schools or students, or that pay for the Department of Education's cost of administering the programs for which the moneys are allocated.

SECTION 11. ACQUISITIONS. Consistent with the provisions of Chapter 92, Title 67, Idaho Code, the Department of Education is encouraged to engage in open, competitive acquisition processes. The Department of Education shall provide a report to the Joint Finance-Appropriations Committee by December 1, 2021, on all contracts signed during fiscal year 2021 for property valued at more than $25,000. The report shall include for each contract: (a) the amount; (b) the duration; (c) the parties; (d) the subject; (e) whether the contract was awarded as a result of an open, competitive acquisition process or as a sole source or other noncompetitive procurement pursuant to Section 67-9221, Idaho Code; and (f) the rationale for signing any sole source or other noncompetitive procurements.

Task Force for Improving Education

September 6, 2013

Task Force for Improving Education

September 6, 2013

Office of the State Board of Education
650 West State St. Rm 307
Boise, ID 83702

IDAHO STATE BOARD OF EDUCATION
650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

September 5, 2013

The Honorable C.L. "Butch" Otter
Office of the Governor
State Capitol
P.O. Box 83720
Boise, ID 83720

Dear Governor Otter:

On behalf of the 31 members of the Task Force for Improving Education, which you commissioned in December 2012, I am pleased to forward the attached recommendations to you. These recommendations are the result of eight months of diligent work by the Task Force members who met frequently, studied research and best practices, and engaged in thoughtful, collaborative discussions about how Idaho's education system could better prepare our children for success.

While some of the recommendations are specific and detailed, others represent broader concepts that will require additional study and development. We all recognize that there is much work to be done and that it will take time, but this is a first, important step.

I, and all the members of the Task Force, thank you for your vision and leadership in convening the group and allowing us the time and latitude to provide you with our collective ideas and recommendations. We remain ready to answer any questions you may have and to assist you in this important work.

Sincerely,

Richard Westerberg
Task Force Chair

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Executive Summary

In December 2012, Gov. C.L. "Butch" Otter announced that the State Board of Education would shepherd a discussion about how to improve Idaho's education system to better prepare students for success. A Task Force of 31 individuals, representing a broad and diverse group of stakeholders from across the state, assembled in January 2013 to begin discussion and identify areas of focus.

As an overarching goal, the group unanimously adopted the State Board's goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020. Currently, only 39 percent of Idahoans between 25 and 34 years of age have a postsecondary degree or credential. A key result of efforts to improve K-12 education is increasing high school graduation rates and ensuring that graduates go on to postsecondary education and are prepared to succeed in obtaining degrees, certificates or credentials.

Initially, the Task Force identified five areas of focus for research and discussion: Professional Development (including leadership), Teacher Effectiveness (including recruitment and retention), Fiscal Stability, Technology, and Structural Change. Those were then consolidated into three areas: Fiscal Stability, Structural Change (including technology) and Effective Teachers and Leaders (with Professional Development at all levels – school board, administrators and teachers included).

These three groups developed initial strategies and recommendations that were taken to the public in a series of seven Community Forums around the state in April 2013. Public input was also gathered via email and the Task Force website set up through the State Board of Education.

From June through August, each of the three groups met several times to research issues and further refine recommendations. They studied best practices, invited researchers and education stakeholders from other states to present findings on specific topics, and discussed how to develop recommendations that could be implemented in Idaho. The Fiscal Stability and Effective Teachers and Leaders group merged during this time to work jointly on several of the recommendations.

After eight months of study and deliberation, the Task Force for Improving Education finalized recommendations at its August 23rd meeting. After presentations from the chairs of the two subcommittees – Structural Change and Fiscal Stability/Effective Teachers and Leaders – the group voted on each of the 21 recommendations presented. All recommendations were approved by unanimous vote with the exception of the recommendation to endorse implementation of the Idaho Core Standards, which had one dissenting vote.

The following page summarizes the final 20 recommendations (note: due to overlap of the recommendations on job-embedded professional development and collaboration, two of the recommendations were combined).

Task Force for Improving Education
Members and Affiliation

Richard Westerberg, Task Force Chair	Idaho State Board of Education
Laurie Boeckel, Vice President, Legislation	Idaho Parent Teacher Association
Roger Brown, Deputy Chief of Staff and Senior Special Assistant	Office of the Governor
Corinne Mantle-Bromley, Dean, College of Education	University of Idaho
Cheryl Charlton, Chief Executive Officer	Idaho Digital Learning Academy (IDLA)
Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)	Idaho Assoc. of School Administrators (IASA)
Penni Cyr, President	Idaho Education Association (IEA)
Reed DeMordaunt (R), Chairman House Education Committee	Idaho House of Representatives
Karen Echeverria, Executive Director	Idaho School Boards Association (ISBA)
Ken Edmunds	Idaho State Board of Education
Wayne Freedman, School Board Trustee (Council, Idaho)	ISBA, Past President
John Goedde (R), Chairman Senate Education Committee	Idaho State Senate
Steve Higgins, Principal	IASA, Grangeville High School
Mary Huff, School Board Trustee (Melba, Idaho)	ISBA
Teresa Jackman, The Academy Charter School	IEA, Pocatello School District
Lisa Kinnaman and Roger Quarles	Idaho Leads Project
Alex LaBeau, President	Idaho Association of Commerce & Industry
Mike Lanza, Co-founder	Idaho Parents and Teachers Together (IPATT)
Rod Lewis	Idaho State Board of Education
Bob Lokken, CEO, WhiteCloud Analytics	Idaho Business for Education
Tom Luna, Superintendent of Public Instruction	Idaho State Department of Education
Alan Millar, Principal, Forrest M. Bird Charter Academy (Sandpoint)	Idaho Charter School Network
Phyllis Nichols, Counselor	New Plymouth School District
Katie Pemberton, Canby Middle School	Coeur d'Alene School District
Mary Ann Ranells, Superintendent, Lakeland School District	Idaho Assoc. of School Administrators (IASA)
Anne Ritter, Meridian School Board	ISBA President
Brian Smith, Teacher, Sandpoint High School	Idaho Education Association (IEA)
Geoffrey Thomas, Superintendent, Madison School District	Idaho Assoc. of School Administrators (IASA)
Janie Ward-Engelking (D), House Education Committee	Idaho House of Representatives
Cindy Wilson, Teacher, Capital High School (Boise)	Idaho Education Association (IEA)
Rob Winslow, Executive Director	Idaho Assoc. of School Administrators (IASA)

Fiscal Stability/Effective Teachers and Leaders

Linda Clark, Chair
Rob Winslow, Co-Chair
Brian Smith
John Goedde
Karen Echeverria
Katie Pemberton
Rod Lewis
Penni Cyr
Steve Higgins
Janie Ward-Engelking
Mary Ann Ranells
Mary Huff
Phyllis Nichols
Alex LaBeau
Geoffrey Thomas
Wayne Freedman
Laurie Boeckel
Lisa Kinnaman / Roger Quarles
Teresa Jackman

Structural Change

Reed DeMordaunt, Chair
Bob Lokken, Co-Chair
Mike Lanza
Anne Ritter
Ken Edmunds
Alan Millar
Tom Luna
Cheryl Charlton
Cindy Wilson
Roger Brown
Corinne Mantle-Bromley

Summary of Recommendations

1. **Mastery Based System**
   We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

2. **Idaho Core Standards**
   We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

3. **Literacy Proficiency**
   We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

4. **Advanced Opportunities**
   We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

5. **Revamp the State's Accountability Structure Involving Schools**
   We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

6. **Empower Autonomy by Removing Constraints**
   We recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

7. **Annual Strategic Planning, Assessment, and Continuous Focus on Improvement**
   We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

8. **Statewide Electronic Collaboration System**
   We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

9. High Speed Bandwidth and Wireless Infrastructure
We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

10. Educator and Student Technology Devices
We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

11. Restoration of Operational Funding
We recommend restoration of operational funding to the FY 2009 level. Although traditionally called "discretionary" funding, operational funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple year approach could be implemented to rebuild operational funding.

12. Career Ladder Compensation Model
We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

13. Enrollment Model of Funding Schools
We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/ Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board's 60 percent goal.

14. Tiered Licensure
We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

15. Mentoring
We recommend that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

16. Ongoing Job-embedded Professional Learning
Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning

Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

17. **Site-based collaboration among teachers and instructional leaders**
Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

18. **Training and development of school administrators, superintendents and school boards**
We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

19. **Provide enhanced pre-service teaching opportunities through the state's colleges of education**
We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

20. **Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation**
We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.

Structural Change Recommendations

The Structural Change Subcommittee analyzed the need for structural change and technology in education. The subcommittee's focus was on improving how we educate Idaho students and how we pursue the goal of 60% of Idahoans age 24-35 having at least a one-year postsecondary degree or certificate. The following is our overall goal, the guiding principles, strategies, and recommendations for reaching this goal.

The chart on the following page summarizes the goal, guiding principles, strategies and recommendations for structural change in Idaho's education system.

Structural Change Subcommittee Report

Goal

High Performing Schools Statewide

Measure: 60% Post-Secondary Completion

Principle

Guiding Principle: Structural changes are required to reach 60%

Guiding Principle: High performance work environments are required

Strategies

High Expectations

Recommendations

Mastery Based System

Content mastery, rather than seat time requirements

Idaho Core Standards

Rigorous and successful implementation of the Idaho Core Standards is an essential component of high performing schools

Literacy Proficiency

Students master literacy before moving on to content learning

Advanced Opportunities

Provide all students advanced opportunities by expanding post-secondary offerings while in high school

Autonomy & Accountability

Revamp State's Accountability Structure Involving Schools

Revamp the current accountability structure from its compliance mandates to a system based on accountability for student outcomes.

Empower Autonomy by Removing Constraints

Thoroughly review state laws and rules and remove constraints to allow local flexibility to local dynamics and empower autonomy

Annual Stratgic Plans Focused on Improvemt

Districts shall have a strategic plan, refreshed annually, focused on continuous improvement and aligned with the State's goals. This plan is the basis from which accountability is governed.

Innovation & Collaboration

Job Embedded Collaboration Time

Regularly scheduled, ongoing collaboration and professional development is essential to highly effective teaching

Statewide Electronic Collaboration System

Educators need a framework for sharing ideas and resources across the state

High Speed Bandwidth and Wireless Infrastructure

Every classroom in the state has bandwidth and connectivity to simultaneously support equal access and opportunity

Educator and Student Technology Devices

To ensure equal access and opportunity, every educator and student has adequate access to technology devices with appropriate content .

The Goal

The goal of these structural change strategies is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

Guiding Principles

In pursuit of strategies that would transform Idaho education to ultimately achieve the 60% goal, we settled on two guiding principles. As these shaped our thinking and helped focus the many ideas we explored, these principles are worth communicating.

Guiding Principle 1: Significant structural change is absolutely necessary if the state is to achieve the 60% goal.

There is an axiom that goes "the current [education] system is perfectly designed to produce the results we are currently getting." Today, Idaho's education system is perfectly designed to produce 39% of Idahoans (25-34 years of age) with at least a one-year degree or certificate.[1] Thus to achieve the 60% goal, we must make significant structural changes. Tactical and program-level changes might be necessary, but alone they will not be enough. For example, raising budgets by 15% across the board, if we could afford to do so, would certainly help restore the system to the pre-2009 state. Perhaps it would also allow us to add some new programs and/or grant staff a 5% raise. However, those measures, regardless of their individual merits, would hardly raise achievement from 35% to 60%.

Structural change requires changing the way people work today. It changes how decisions are made, resources such as time and budget are allocated, priorities are set, and people in the system view and approach their jobs.

Strategy #1: High Expectations

Research shows that achieving new levels of performance begins with setting high expectations. Perhaps the best illustration of this in education is a quote from former Secretary of State, Condoleezza Rice, who in referring to some experiences during her time as the Provost of Stanford University said, "If you have low expectations of even the best students, they will live down to them."[2]

Expectations identify the gap that drives mastery and continuous improvement. So our first strategy is to set high expectations across the state, as a cornerstone of high-performance system.

[1] Idaho State Board of Education (Data Source: US Census Bureau, 2011 American Community Survey).
[2] Education and National Security, Condoleezza Rice, 5th Annual Excellence in Action National Summit on Education Reform, November 27, 2012.

Recommendation #1.1: Mastery Based System
We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

> Currently, Idaho's education system focuses on how many instructional hours, also referred to as seat time, a student receives. Students can be promoted from grade level to grade level based on age, regardless of whether they have mastered the content knowledge or standards at each grade level, which is often not in the best interest of the child.
>
> However, simply eliminating instructional time requirements is not enough. There must be benchmarks students must meet throughout their K-12 education, rather than one competency test at the end of their schooling. In the report *It's Not a Matter of Time*, the authors suggest a time-based system must be replaced with a competency-based system with the following components:
>
> - Students advance upon mastery.
> - Competencies include explicit, measurable, transferable learning objectives that empower students.
> - Assessment is meaningful and a positive learning experience for students.
> - Students receive timely, differentiated support based on their individual learning needs.
> - Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."[3]
>
> As a Task Force, we strongly believe the classroom of the future will include more technology and more personalized/differentiated learning. The classroom of the future precipitates a mastery-based model where the focus is on outcomes, rather than inputs. Therefore, the Task Force recommends the state shift to a system where students advance based upon content mastery that is measured against high academic standards, which may require revising the public schools funding formula in Idaho Code and/or creating a financial incentive in addition to the public schools funding formula.

Recommendation #1.2: Idaho Core Standards

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

> The Idaho Core Standards are a higher standard—or expectation—of what a student should be able to know and do at each grade level.[4,5] Standards build upon each other to

[3] It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit, Chris Sturgis, Susan Patrick, and Linda Pittenger, iNACOL and CCSSO, July 2011.
[4] A Comparison of the Idaho English Language Arts Standards to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, Achieve, July 2010

ensure a student has the knowledge and skills required to succeed after high school in post-secondary education or the workforce.

Research shows that when statewide systems adopt high standards, all students rise to the expectation, including students who struggled under the previously lower standards.[6] The Idaho Core Standards are a major step in helping Idaho students achieve the goal of 60% of Idaho's population having some form of post-secondary degree or certificate by 2020.

Along with adoption, rigorous and successful implementation of the standards is critical. Without the necessary funding, professional development, time and resources required, teachers and principals will not be prepared to teach to the higher and more rigorous standards.

After an analysis of the adoption and methodology behind the Idaho Core Standards and ensuring the state has maintained its independence in its ability to create and adopt standards, curriculum, and assessment, the Task Force strongly endorses Idaho's decision to raise academic standards for all students by implementing Idaho's Core Standards in mathematics and English language arts. Rigorous and successful implementation of the Idaho Core Standards is an essential component to preparing Idaho's students to meet the Task Force goal.

Recommendation #1.3: Literacy Proficiency

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

Another expectation we hold for students is reading proficiency. According to research from the Annie E. Casey Foundation, "Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity."[7]

Knowing how to read proficiently enables a student to read and learn content in other subject areas. The Task Force recommends students demonstrate mastery of literacy before moving on to significant content learning.

In the research, third grade is currently used as a reference; however, with a mastery-based system, grades will become irrelevant. What remains relevant is that reading proficiency is a prerequisite to moving on to mastery of other subject areas.

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[5] A Comparison of the Idaho's Mathematics Standards to the Common Core State Standards in Mathematics, Achieve, July 2010
[6] High Standards Help Struggling Students: New Evidence, Constance Clark and Peter W. Cookson Jr., Education Sector, November 2012
[7] Early Warning! Why Reading by the End of Third Grade Matters, Annie E. Casey Foundation, 2010.

Recommendation #1.4: Advanced Opportunities

We recommend the state ensures that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

As we shift toward a mastery-based system of education, it necessitates that we provide opportunities for our advanced students who progress and master content more quickly.

Beyond necessity, advanced opportunities have also proven to be an effective strategy for raising college readiness rates among students. A study of dual enrollment in Texas found that "high school students who had completed a college course before graduation were nearly 50 percent more likely to earn a college degree from a Texas college within six years than students who had not participated in dual enrollment."[8]

Currently, there are a number of advanced opportunities programs in Idaho. The 8-in-6 program helps Idaho students complete 8 years of schoolwork (2 years of middle school, 4 years of high school, and 2 years of postsecondary or trade school) in just 6 years. Students accomplish this by taking online courses over the summer and by taking online overload courses during the school year.

The Dual Credit for Early Completers program allows students who have completed all their state-required high school graduation requirements early (with the exception of the senior project and the senior math requirement) to take up to 36 college or professional technical credits of dual credit courses, 12 Advanced Placement exams, or 12 College Level Examination Program (CLEP) exams paid for by the state.

The Mastery Advancement Program gives students the opportunity to earn a scholarship for completing high school early.

In order to engage and retain our advanced students, the Task Force recommends the state expand upon current advanced opportunities and post-secondary offerings for all students while in high school.

Guiding Principle 2: A foundation of high-performance schools is a high-performance work environment.

Before we embark on selecting strategies, we must have a vision of the future education system that we desire and the type of system that would achieve the 60% goal. That vision assisted us in sorting through strategies and selecting focus areas.

The vision of a uniform, high-performing school system, across Idaho, must be rooted in creating a high-performance work environment in our schools. Scientific research shows

[8] Taking College Courses in High School: A Strategy for College Readiness, Ben Struhl and Joel Vargas, Jobs for the Future, October 2012.

that in complex work, such as educating students, there are three vital components to a high-performance environment: higher purpose, mastery, and autonomy.[9,10]

The higher purpose inherent in education is obvious.

In mastery, we are not speaking to a state of being, but rather to the continual pursuit of improvement and forward progress. Mastery in this form is addressed both in the area of professional development (the work of the Effective Teachers and Leaders Subcommittee) and in the structural changes to support continuous improvement, innovation, and a supporting governance structure.

Autonomy is perhaps the most challenging in light of our historic approach to public education. Simply put, autonomy is people's need to be empowered to take ownership for results and to have the flexibility to address challenges and local dynamics they face in pursuit of results for our students.

Our vision is a system that pushes decision making as close to the student and parents as possible and adapts to the needs of the student. Autonomy is vital to both teachers and administrators fulfilling their potential as educators. However, pure autonomy, without accountability for results, would be *laissez-faire* and certainly fail both the state's constitutional mandate, as well as the state's fiduciary responsibility with taxpayers' monies. Thus, the concept of autonomy must be wed to accountability for outcomes.

Strategy 2: Autonomy and Accountability

Autonomy is critical for two reasons. First, autonomy ignites empowerment, engagement, and ownership for results. Second, local circumstances vary greatly and change frequently, thus optimal decisions can only be derived from local knowledge of factors material to the decision. A pointed illustration of this was the Task Force's survey of best practices in some of Idaho's schools today. Without exception, these efforts were initiated not because of, but in spite of, state rules. State laws and rules are made in a slow and deliberate manner – this is simply the nature of the instruments in play. This and other outside factors diminish local accountability and detract from an agile, innovative, and continuously improving education system.

Historically, the state has exercised its authority and accountability for our education system via laws and rules that dictate and micro-manage how things are done and how money is spent. Certainly the Constitution and taxpayers' monies allow the state this authority. The answer to this dilemma lies in outcomes-based accountability. Plainly put, the state should set goals for the public education system, allocate monies, and then hold local leadership accountable for progress against those goals. This meets the financial

[9] The Puzzle of Motivation, Dan Pink, TED Talk, 2009.
[10] Policy Implications of Finland's Model for Teacher Preparation, Support, and Autonomy, Alison Henken, George Washington University.

stewardship obligation, the constitutional mandate, and the moral obligation of educating our children to the best of our ability.

Recommendation #2.1: Revamp the State's Accountability Structure Involving Schools

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes. The state has constitutional and financial authority and mandates to ensure a quality and uniform education.

Historically this has been executed primarily through laws and rules that dictate how things are done locally, while seemingly little effort has been invested in setting goals, establishing expected outcomes, adapting to local factors, and/or effectively responding should a district continually struggle. This situation must be revamped.

The Task Force recommends the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

The revamped accountability structure should exhibit the following characteristics:

1. An annual rhythm, in support of the continuous improvement aim.
2. The accountability model centers on the district strategic plan, as outlined in Recommendation #2.3.
3. The annual cycle should begin with the state publishing an "Annual Planning Memo" that outlines key themes, templates, and items of interest for the districts in their planning process. This will set expectations and provide a common template to streamline the planning process for everyone.
4. Each district builds their own strategic plan, founded on improvements in student outcomes, and identifying the key focus areas for that district (as is outlined in #2.3).
5. At year end, each district produces their Annual Status Report. The report outlines progress toward their strategic plan in student outcomes, achievements, struggles, and key lessons learned from the prior year.
6. Should districts be underperforming and continually struggling to make forward progress, the local board and state board should collaborate, and if necessary, make leadership changes. This is a dual accountability structure – as is mandated by the constitution, taxpayers' monies, and the children who are being underserved by the district leadership.

In revamping the accountability structure, several concepts should be avoided as they are counterproductive to the local district and the students in that district. First, accountability from the state level should focus on and stop at the superintendent level. The state is not in a position to "reach around" and meddle in manners lower than that; these should be the domain of local leadership. Second, accountability reinforced by withholding resources from the district is counterproductive and must be avoided.

Recommendation #2.2: Empower Autonomy by Removing Constraints

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

This recommendation is one of "addition by subtraction." The state should meticulously comb through the existing administrative rule and prune any rules that dictate how the schools are run, with a focus on things that limit the flexibility, decision making, and agility of schools to continually adapt and improve.

Additionally, it may be necessary to put rules in place that prevent other outside influences from limiting the autonomy in the schools. Who places those restrictions is irrelevant, they have the same corrosive effect. As long as the schools are operating within the laws, and in pursuit of the state's higher goals and purposes, administrators and teachers should be allowed to "figure it out" at a local level.

Recommendation #2.3: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

The plan must address key strategic areas:

a. The plan must be data driven, specifically in student outcomes, and outline current strengths and key areas for improvement.
b. The plan must set clear, measureable targets, based on student outcomes – both long term and short term.
c. The plan must define focus areas for improvement.
d. The plan must address specific local plans for technology, innovation, and collaboration.
e. The plan must specify plans for professional development of staff.
f. The plan must encourage community and parent engagement.
g. The plan must describe high-level budget priorities.

The completed strategic plan is submitted to the state for review. Target assessment and best practices are reviewed. The targets should be aggressive, but achievable. Any requested changes by the state are negotiated between the local leadership and the state.

Strategy #3: Innovation and Collaboration

Core to how our schools continually transform themselves in pursuit of the 60% goal are the two strategies of innovation and collaboration. It should be the norm that schools are embracing new ideas, new technologies, sharing best practices, and continually improving.

> These strategies, by their nature, cannot be initiated from the statehouse down. These must be initiated and driven locally, as the strategies require agility, engagement, and continual small changes that are tested, proven out, and shared. The cumulative effects, over time and across the state, will add up to big breakthroughs. Additionally, collaboration is critical as it provides the support, the diversity of perspective, and the ability for good ideas to spread virally and be further enhanced. Technology is obviously a vital infrastructure that underlies these strategies, especially in our geographically scattered and rural state.
>
> The state plays a vital role in these strategies in providing the infrastructure, ecosystem, and incentives in support of local schools in the pursuit of these strategies. Additionally, the state's role in supporting the innovation and collaboration strategies also coalesces with Strategy #2 and the need for removing barriers and providing accountability structure that secures commitment to continual improvement.

Recommendation #3.1: Job-Embedded Collaboration/Professional Development Time

See Recommendations #2.3 and #2.4 of the Fiscal Stability / Effective Teachers and Leaders Subcommittee (Pages 17-18).

Recommendation #3.2: Statewide Electronic Collaboration System

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

> The same technology innovations and tools that will open learning opportunities to students will also open collaborative opportunities for teachers. Educator collaboration must not be limited within the school or district. Through the use of technology, teachers will be able to connect virtually, create learning communities, and share resources no matter their geographic location. The Task Force recommends that a statewide electronic collaboration system be adopted for educators to share best practices and resources across the state.

Recommendation #3.3: High Speed Bandwidth and Wireless Infrastructure

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless

infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

The benefits of technology in education are abounding; however, classroom technology is not innovative in and of itself. What is innovative is the teacher's ability to harness the technology as a tool or resource. In order to promote the use of technology in the classroom, the state must provide an infrastructure that enables schools to effectively implement technology and best practices associated with technology.

Currently, the Idaho Education Network (IEN) connects every public high school with high speed bandwidth. In future phases, the IEN plans to expand the bandwidth infrastructure to cover schools serving students below grade 9. The bandwidth is managed so that when a school district approaches its threshold, the bandwidth is increased.

During 2013, the Idaho Legislature restored funding for a wireless environment in each public school serving high school grades.[11] The State Department of Education (SDE) awarded a contract for a wireless managed service. This wireless infrastructure will be an extension of the IEN broadband system. School districts that have chosen to opt in will receive the wireless service during the 2013-2014 school year.

The Task Force recommends the state expand the existing high-speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary to create equal access and opportunity for all students. This will require ongoing funding for the repair and replenishment of equipment.

Recommendation #3.4: Educator and Student Technology Devices

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

Technology infrastructure does not stop at bandwidth and high-speed infrastructure. In order to create a uniform system of education as the Idaho Constitution requires[12], connectivity must exist for the individual student. Equal access and opportunity for all students, no matter where they live in Idaho, require bandwidth, wireless technology, and a device.

One of the major findings in Project RED[13], a study of impact of educational technology in nearly 1,000 schools, was that lower student-computer ratios improve outcomes.

[11] Senate Bill 1200
[12] Constitution of the State of Idaho, Article IX Education and School Lands, Section 1.
[13] Project RED, The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness, The Greaves Group, The Hayes Connection, One-to-One Institute, 2010.

Another finding in Project RED was that teacher professional learning and collaboration (at least monthly) is one of the strongest predictors of implementation success. According to the report, "Teachers must continually hone their ability to create and improve the 21st century computer-enhanced learning environment. Professional learning is essential for their growth in effectively integrating education technology."

Furthermore, educational technology is not at its apex. We expect technology to continue to develop and expand. This will require the education system to embrace new and changing technology over time in a number of ways. One of the main obstacles school districts face in implementing technology is dedicated funding. There is a level of annual funding required to maintain and replace equipment, as well as provide professional development around effective integration of technology.

The Task Force recommends that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

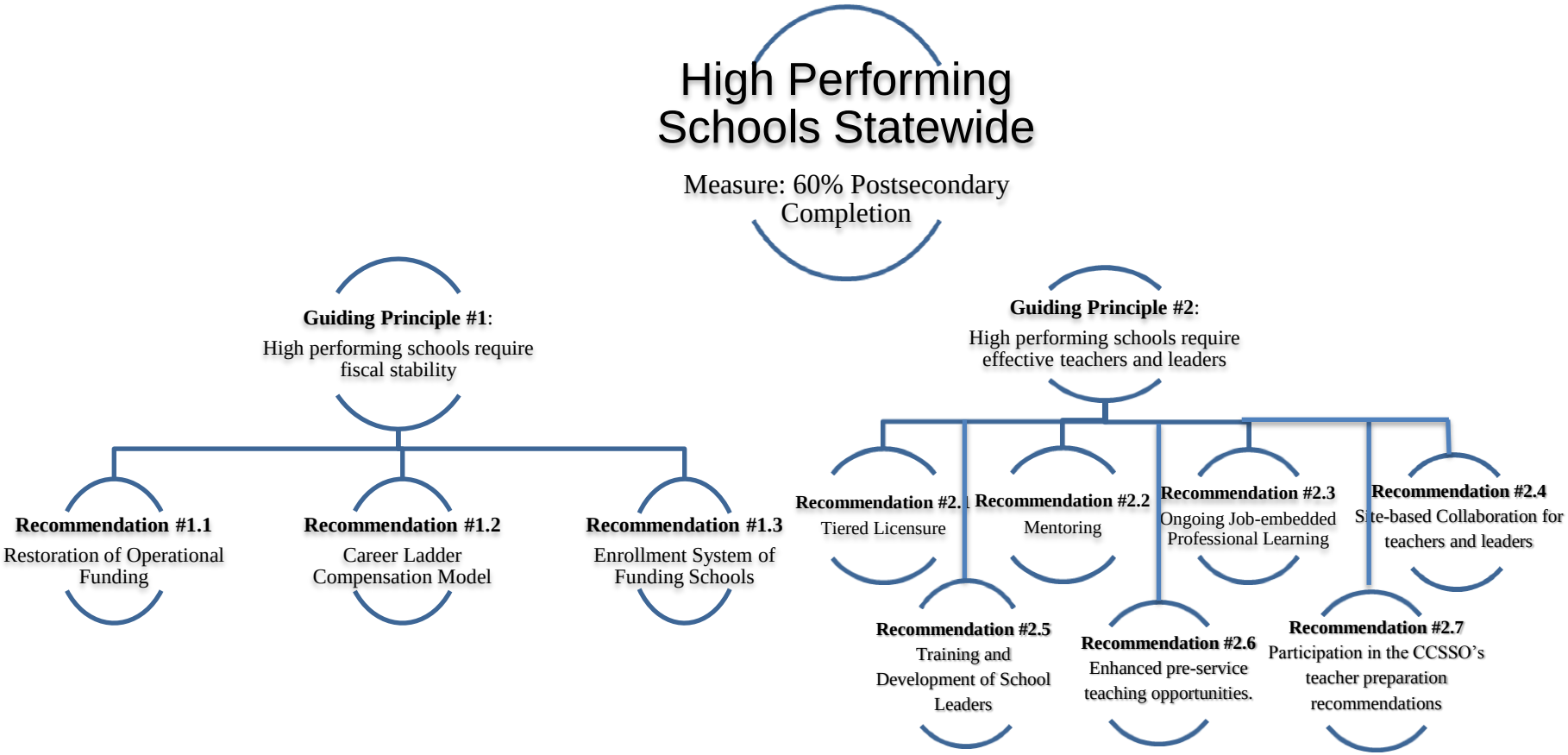
Fiscal Stability
Effective Teachers and Leaders Recommendations

The Fiscal Stability and the Effective Teachers and Leaders subcommittees both worked to develop an initial set of recommendations based on separate fact finding and brainstorming sessions. They then combined efforts when they discovered many of their ideas overlapped. The recommendations that follow reflect the work of that combined group.

The subcommittee believes that the following recommendations are critical in pursuit of the state's goal of 60% of Idaho's citizens ages 25-34 having at least one-year of postsecondary credential by 2020.

The chart on the following page summarizes the guiding principles and recommendations for achieving fiscal stability and ensuring there are effective teachers and leaders in Idaho's education system.

Fiscal Stability/ Effective Teachers and Leaders Subcommittee



The Goal

The goal of these recommendations regarding fiscal matters and teacher and leader effectiveness is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

Guiding Principle 1: High performing schools require fiscal stability

In order for schools to achieve the student performance required of a world-class education system, the state needs a more equitable and adequate funding system. The committee identified several factors leading to the current instability including over reliance on supplemental levies, the teacher compensation model, and the Average Daily Attendance (ADA) funding model.

Recommendation #1.1: Restoration of Operational Funding

In 2008-2009, the Idaho Legislature funded school district operations with a Distribution Factor at $25,696.00 per unit. School districts saw a steady decline in the operational funding between that time and the 2011-2012 year when the factor reached a low of $19,626.00 per unit. In 2012-2013, there was minimal increase to $19,706.00 per unit and for the upcoming 2013-2014 school year it was increased to $20,000 per unit (still 22% below the 2008-2009 school year). The majority of the additional funding appropriated for 2013-2014 was distributed for technology, differentiated pay, restoring the experience "steps" on the salary grid, and teacher training.

Idaho's school districts have been hard hit with the reduction in operational (sometimes called "discretionary") funding. Costs for insurance premiums, utilities, fuel, and other operating expenses have significantly increased during the time in which operational funding was decreasing. Since these operational costs are not "discretionary" in nature, districts began the cuts with elimination of funds for professional development, content materials (previously called textbooks), elimination of bus routes and stops to name a few. As the recession worsened and operational funding was cut further, districts reduced mid-day kindergarten busing or went to alternate day kindergarten, cut calendar days (furloughing staff), moved to 4 day weeks, and ultimately cut staff to balance their budgets.

This situation has caused significant fiscal instability in Idaho's districts – instability that is further magnified by the increased reliance of districts on supplemental levies and the variation throughout the state in districts' ability to pass these levies.

Although traditionally called "discretionary" funding, the Distribution Funding provides operational funds that are the normal, reasonable costs of doing business. These costs include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; providing timely and relevant content materials and training for teachers.

Restoration of operational funding is not growth in government. It is restoration necessary for the operation of schools and districts. Idaho's districts are in dire need of this restoration. Fund balances are depleted, supplemental levies (where passed) are at levels that would be difficult to increase in most communities, and many districts have exhausted their ability to use "one time" funds to balance their budgets. Without restoration of these funds, many will face future years with no options other than cutting the school year (again), reducing staff, or asking taxpayers for (another) tax increase to maintain operations. This creates fiscal instability.

From 2003-2004 to 2008-09, operational funding was stable or increased slightly, evidence of the Idaho legislature's recognition of the need to provide adequate, stable operational funding. These were not years of excess, and a return to this level of funding is restoration rather than growth.

Total restoration of operational funding to the 2009 level would cost $82.5 million. However, a multiple year approach to restoration could be implemented. A 5-Year restoration approach to rebuild operational funding would cost $16.5 million per year.

Recommendation #1.2: Career Ladder Compensation Model

The current method of teacher compensation in Idaho is a second factor in the fiscal instability of the state's school districts. One of the primary drivers of the current teacher compensation model is the base salary. When the current model was implemented during the 1994-1995 school year, the Legislature set the base salary at $19,328. The Legislature set the base salary for the 2013-2014 school year at $23,123, which over time, is approximately a 1% increase per year. The result has been non-competitive salaries that make it difficult to hire and retain teachers. Potential movement on a complex pay grid is difficult to anticipate and budget. Districts that must pay above the state schedule to be competitive, have the added instability of funding their salary schedules. In addition, the current system lacks incentives and accountability.

The committee has researched pay systems throughout the United States and has considered merit pay systems, differentiated pay systems, and many of their variations.[1] The committee believes that the best system for Idaho is a simple Career Ladder that combines competitive salaries with incentives, rewards, and accountability. Further, we believe it should be tied to a revised system of state licensure. The proposed system is comprised of three tiers – each tied to a state license/certificate. Criteria for movement between the tiers include experience, additional credentialing, and accountability based on performance. Further, tiers two and three would include additional salary that can be earned for fulfillment of leadership responsibilities, including such things as curriculum development work, chairing collaboration teams, mentoring, and other responsibilities that the districts may determine. Funds would flow to the districts based upon the number of individuals in each of the top two tiers, and these funds would be paid out to the teachers for the work, as cited. This approach

[1]Task Force for Improving Education, June 21, 2013 meeting and July 12, 2013 meeting presentations and materials.

allows districts to determine the leadership responsibilities that are needed and allows teachers to select the roles they wish to fulfill and to be compensated for them. This approach would fund a major portion of the Mentor Program (Recommendation #2.2).

The Career Ladder is performance based. Specifically, each teacher moves up the ladder based upon credentialing and performance. Successful teacher evaluations are necessary for an individual to move to higher tiers and to remain placed on the tiers, as determined at the time of re-certification.

Funding of the Career Ladder will require additional (new) funds for public education in Idaho. It could, however, be phased in as necessary. Note: In year one, the current allocations for "differentiated pay" could be repurposed to fund the Career Ladder model. The Career Ladder will help to reduce the disparity in salary among Idaho's districts. While districts may continue to fund their salary schedules at rates higher than the state mechanism, the salary model will reduce the gap for districts and ultimately provide more stability for all districts.

The committee recommends a phased implementation of the Career Ladder – moving all teachers to the new salary schedule initially, and increasing the compensation tied to each tier over time to reach the recommended pay levels of a 40/50/60,000 salary schedule. Such a model will entice individuals to enter the teaching profession and provide incentives for them to improve their craft and to remain in Idaho. The committee also believes that the Career Ladder approach provides enhanced accountability based upon performance.

The total cost of a move to this salary schedule would be approximately $200-$250 million. Again, a multiple year approach could be implemented. A 5-6 year phase-in to include moving existing teachers to the new career ladder would cost approximately $40 million per year.

Supporting Recommendations:
The accountability model is predicated on a strong evaluation system.

- The committee endorses the ongoing implementation of the State Department of Education's new evaluation framework.[2]
- The committee recommends the continued training of principals as evaluators and encourages the incorporation of research-based evaluation techniques such as those identified in the recent MET study. [3]

The tables on the following page show the first year steps for the three rungs of the Career Ladder, the incremental fiscal impact, and the steps of the ladder in year 6 of implementation.

[2] Enhancing Professional Practice: A Framework for Teaching, Idaho State Department of Education.
[3] Measures of Effective Teaching (MET) Policy and Practice Brief, Bill and Melinda Gates Foundation, January 2013.

Career Ladder Year 1

Salary Reimbursement Table

	Step 1	Step 2	Step 3	Step 4	Step 5
Career Ladder Rung					
Standard Teacher	$33,000	$34,000	$35,000		
Professional Teacher	$40,000	$41,000	$42,000	$43,000	$44,000
Master Teacher	$47,000	$48,000	$49,000	$50,000	$51,000

Note: In the early years, there would be up to 3 transition steps where those currently earning above the amount on the Professional Step 5 are rounded up to the nearest 1,000.

Incremental Fiscal Impact

Year	Rung 1, Step 1	Career Ladder	Leadership Awards	Total	Annual Incremental Cost
1	$33,000	$25.6 million	$15.9 million	$42.4 million	$42.4 million
2	$34,250	$68.8 million	$15.9 million	$84.7 million	$42.3 million
3	$36,000	$109.4 million	$15.9 million	$125.3 million	$40.6 million
4	$36,250	$152.3 million	$15.9 million	$168.2 million	$42.9 million
5	$38,000	$193.7 million	$15.9 million	$209.6 million	$41.4 million
6	$40,000	$236 million	$15.9 million	$251.9 million	$42.3 million

Career Ladder Year 6

Salary Reimbursement Table

	Step 1	Step 2	Step 3	Step 4	Step 5
Career Ladder Rung					
Standard Teacher	$40,000	$41,000	$42,000		
Professional Teacher	$47,000	$48,000	$49,000	$50,000	$51,000
Master Teacher	$54,000	$55,000	$56,000	$57,000	$58,000

Recommendation #1.3: Enrollment Model of Funding Schools

The Task Force believes that the present system of funding schools on Average Daily Attendance (ADA) is a factor of fiscal instability. The dual issues of unknown enrollment and unknown attendance present a double-edged sword for fiscal planning. Further, the ADA reporting requirements of the Idaho System for Educational Excellence (ISEE) system have added to fiscal stress on districts due to the additional staff required to ensure accuracy and reliability of the data. It is our belief that a move to an enrollment (or membership) model would lessen the unknowns and diminish ISEE staffing requirements. It is also noted that ADA and Carnegie Unit-based funding are an impediment for districts to the move to personalized learning and the mastery learning provisions that are necessary to make a system truly personalized. A funding model based on "seat time" impedes the progress of a student toward mastery.

There are two financial methods of making the change from ADA to enrollment/membership-based funding. One plan requires no additional state funding and is based upon reallocation of the current funds in a different manner. In this model, divisors and minimums are adjusted to account for the fact that enrollment is higher than attendance (in order to keep the statewide unit-driven funding level). Districts with an attendance rate above 95.2% will tend to come out behind while districts with attendance rates below 95.2% will tend to come out ahead. In the second model, divisors and minimums for calculating support units are not adjusted and enrollment is fully funded. The cost of model 2 is approximately $60 million.

The committee recommends the change from Average Daily Attendance (ADA) to Average Daily Enrollment /Membership even if additional funding is not available. This will enhance stability and remove current barriers to personalized and/or mastery learning models that are required to meet the 60% goal.

Guiding Principle 2: High performing schools require effective teachers and leaders

The classroom teacher is the most important school-related determinant of student achievement. Effective teachers increase student success, close achievement gaps and foster a student's ability to learn. This results in lower dropout rates, higher numbers of students going on to postsecondary experiences and increased employment and earnings opportunities. Strong administrators and leaders enable teachers to develop, grow and succeed in their profession.

Recommendation #2.1: Tiered Licensure

The committee recommends a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures. Evaluations based upon the Framework for Teaching (FfT) will begin in pre-service and continue throughout a teacher's career. This performance assessment would be supported by multiple artifacts and evidence of the candidate's practice.[4]

[4] Tiered Licensure, Christina Linder, Idaho State Department of Education, July 12, 2013.

An additional recommended measure of candidate effectiveness should be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. These performance-based measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the candidate's cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the State Department of Education, along with the candidate's scores in the 22 components of the FfT, to inform required professional development and would also be collected as part of the state's longitudinal database on teacher performance and IHE performance. These documents will be required in order to apply for initial, novice licensure.

Upon being recommended for initial licensure, a NOVICE LICENSE (three-year license, non-renewable after 6 years) would be issued. Novice teachers could apply for a PROFESSIONAL LICENSE (five-year license, renewable dependent upon performance) after 3 years from the time of initial licensure. This part of professional licensure performance assessment would be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the teacher's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. Standardized state tests would also be considered as part of teacher performance.

After 5 years with a PROFESSIONAL LICENSE, a teacher may apply to be considered for a MASTER TEACHER LICENSE (five-year license, renewable dependent upon performance. This part of the professional licensure performance assessment will be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the candidate's ability to develop student learning objectives in order to show student growth. Standardized state tests would also be considered as part of teacher performance.

A teacher's ability to renew his or her current level of teacher certification would be dependent on performance measures throughout the validity period.

<u>Supporting Recommendations:</u>

- The committee recommends the State Department of Education work with stakeholders to clearly determine expectations and authentic measures to earn each tier of the licensure model.
- Performance-based measures should result in the development of an ongoing Individualized Professional Learning Plan (IPLP) throughout a teacher's career, created in partnership with the teacher's administrator and a peer. This IPLP should be revised according to the teacher's performance evaluations and personal reflections throughout the period of professional licensure.

Recommendation #2.2: Mentoring

The committee focused time on researching and discussing best practices and models for developing high quality teachers.[5] According to the New Teacher Center, "New teacher support is a critical component of a comprehensive solution to achieving excellence in teaching quality. High-quality support programs for new teachers—often referred to as induction programs—not only increase the retention of beginning teachers, but also their impact on student learning."

The committee recommends the following:

Each district should develop a mentoring program for the support of new teachers that follows the guidelines of the Idaho Mentor Program Standards.[6] These standards were developed in 2009 as a joint project of the Professional Standards Commission, the State Board of Education, and the State Department of Education in order to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement.

The state should provide funding support for a mentoring program. It is noted that the cost of providing master teachers to act as mentors for novice teachers is integrated into the Career Ladder model; however, costs for substitutes, training of mentors, etc. would be needed. The best practice model which provides for a "release time" mentor, in which a trained mentor supports novice and struggling teachers, would require additional funding of approximately $7,000 per novice/struggling teacher. [7]

Recommendation #2.3: Ongoing Job-embedded Professional Learning

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional learning is critical to educators' ability to develop the new knowledge, skills, and practices necessary to better meet students' learning needs and enhance student learning results. These development opportunities must be regularly scheduled and ongoing.

The committee recommends the following:

- Adhere to the research based standards of the National Staff Development Council now known as Learning Forward.
- Prioritize, monitor and coordinate resources for educator learning at the state level. Implementation of the Idaho Core Standards, Smarter Balanced assessment and

[5] Task Force for Improving Education, June 21, 2013 meeting presentations and materials.
[6] Idaho Mentor Program Standards, January 2009.
[7] Is Mentoring Worth the Money? A Benefit-Cost Analysis and Five-year Rate of Return of a Comprehensive Mentoring Program for Beginning Teachers, Anthony Villar and Michael Strong, Nov. 2007.

technology will require ongoing funding and resources that should be built into the funding system.

- Provide ongoing funding for professional development and require that districts provide regular professional learning opportunities.

The committee supports the state's definition of Professional Development as:

A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Idaho Core Standards.
b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes.
c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.
d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources.
e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.[8]

Recommendation #2.4: Site-based collaboration among teachers and instructional leaders
Time to collaborate is critical to effective teaching and implementation of higher standards and technology. However, time is a major obstacle in teachers being able to collaborate. State instructional time requirements are also an obstacle to incorporating collaboration time. However, a shift to a mastery-based model, as recommended by the Structural Change subcommittee, would render minimum instructional hours irrelevant. Instead, the focus would be on results, and collaboration time would be structured toward attaining those results.

The committee studied best practices both in Idaho and around the country and recommends the following: [9]

- Strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time.
- Create professional learning communities that increases educator effectiveness and results for all students.
- Provide training models to districts for their use in training the members of the professional learning communities.
- Encourage models that focus on team outcomes and collective responsibility.

[8] IDAPA 08.02.03.013 Idaho Definition of Professional Development.
[9] Schools As Collaborative Learning Communities, Carole Cooper and Julie Boyd.

Recommendation #2.5: Training and development of school administrators, superintendents, and school boards.

Effective leadership is a cornerstone of effective schools. Continued focus should be given to the training and development of school administrators, superintendents, and school boards.

The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.[10]

Recommendation #2.6: Provide enhanced pre-service teaching opportunities through the state's colleges of education.
The committee supports the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

Recommendation #2.7: Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation.
The committee supports Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce. The CCSSO recommendations focus on licensure; program approval; and data collection, analysis, and reporting to improve the way we prepare our educator workforce. These recommendations are supported by the Colleges of Education at Idaho's public higher education institutions.[11]

[10] Idaho Standards for Effective Principals, July 2013.
[11] CCSSO Teacher Preparation Grant Overview, 2013.

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Idaho Mentor and Induction Program Standards

Domain I: Program Design and Leadership

Program Standard 1: School & Community Context	The context of your school, district and community forms the environment within which your Mentor Program will exist. The assignment of educators is an important consideration in facilitating their growth in the profession. Novice educators, alternative certified educators, career educators and mentors should be placed in situations that are appropriate to their status so they will have an opportunity to develop fully as teaching professionals. If educators are placed in more challenging settings, with special consideration for novices, additional time and resources should be provided to foster their success.
Program Elements: a)	Demographics, circumstances, and factors are considered before designing your program.
Program Elements: b)	Student, educator, and district profile are considered for district initiatives and priorities.
Program Elements: c)	For novice educators, working conditions and levels of support are considered and adjusted, as needed, to promote success.
Program Standard 2: Program Rationale, Goals, Design and Participation	A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers.
Program Elements: a)	The rationale for program components, structure, and activities is based on research about educator development, effective mentoring practices, and systems alignment for each participant. The Mentor Program should take into consideration the different needs of i. Novice Educators ii. Alternative Certified Educators iii. Career Educators iv. Mentors
Program Elements: b)	The program is structured to promote ongoing support, growth, and to maximize the success, career satisfaction, and retention of educators.
Program Standard 3: Administration of Program and Partnerships	The commitment of stakeholders is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include district and site administrators, educator leaders, education association leadership, and school board members. Partnerships may also include higher education and/or community members. It is equally important that the program have an organizational structure that manages and delivers services to meet the diverse needs of educators in the local context. A broad network of institutional and leadership support will ensure the program's success.

Program Elements: a)	Stakeholders demonstrate institutional commitment to the Mentor Program
Program Elements: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Elements: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, and Local Education Association	School site administrators provide the structure and establish a positive school climate for the program's support. Site and district administrators, school board members, education association leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Stakeholders are knowledgeable and committed to educator needs, educator development, and research and data related to program effectiveness.
Program Elements: a)	a)Program leadership and organizational structures are clearly specified.
Program Elements: b)	b)Roles and responsibilities for Mentor Program leaders will be defined.
Program Elements: c)	c)Professional development will be provided for site administrators and mentor leaders.
Domain II: Developing Educator Excellence	
Program Standard 5: Mentor Selection, Assignment and Roles	Selecting well-qualified mentors will assure educators receive high quality support in the classroom. Mentors are recruited and selected using a clearly articulated, transparent process that involves a number of stakeholder groups. Mentors need to be assigned to educators in a timely manner, taking content, grade level, pedagogical needs, and local context into account. Mentors and mentees need release time to work together during and after school hours. Mentor relationships should be supportive and non-evaluative.
Program Elements: a)	Roles and responsibilities of mentors and mentees are clearly defined and communicated to all program participants.
Program Elements: b)	The selection process for mentors may include a written application and/or formal interview, guided by set criteria to ensure a fair and equitable process for selection.
Program Elements: c)	Assignments are made subject to content area, grade level, pedagogical needs, and local context. Clear procedures are in place for reconsidering assignments when either the mentor or mentee is dissatisfied with the pairing.
Program Standard 6: Mentor Professional Development	Successful mentors exhibit awareness of the diversity and complexity of novice educators' needs and provide support that fosters professional development. Exemplary educators are not necessarily prepared to support others professionally. Mentors need ongoing support that develops mentorship practice with the use of mentoring tools and protocols. This support includes both the development of knowledge and skills needed to identify and respond to novice educator needs, and the development of a collegial community that engage program participants and develop their leadership.
Program Elements: a)	Mentors receive training to work with novice educators and respond to their diverse needs.
Program Elements: b)	Mentors have opportunities to meet with each other and/or site administrators to reflect on teaching and learning, and develop leadership skills.
Program Elements: c)	Opportunities for ongoing training and collaboration could be held both locally and regionally, or beyond.
Program Standard 7: Mentor	The District should provide a way to assess the quality of services provided by the mentors.

Effectiveness	
Program Standard 8: Novice Educator Professional Development	The Professional Standards for the Preparation of Educators will form the basis for novice educator professional development activities. Formal professional development activities are designed to meet the individualized needs of novice educators. New learnings are applied in the classroom with the support of a trained mentor.
Program Elements: a)	Professional development activities need to be guided by a common set of expectations, such as professional teaching guidelines, yet are responsive to the individual educator, state and local priorities.
Program Elements: b)	Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from data grounded in observed practice. Presenters model best teaching practices, and a novice educator peer network is established among novice educators in the Mentor Program. Providing a variety of professional development activities is effective in promoting growth of novice educators.
Program Elements: c)	Follow-up activities emphasize application of learning so that educators will find the learning experiences helpful and relevant to their individual needs.
Program Elements: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
Program Standard 9: Classroom Instruction and Content-Focused Mentoring	Effective mentors are regularly present (face to face or virtually) in the new educators' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction, as per the Idaho Framework for Teaching pursuant to IDAPA **08.02.02.120.** A trusting and confidential relationship is an important and essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the novice educator's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level guidelines, student assessments, and local curriculum initiatives drive the mentor's work in response to the novice educator's developmental needs and instructional context.
Program Standard 10: Focus on Equity.	An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Effective mentors assist educators with ensuring they understand and strive to meet the needs of diverse student populations. Mentors support educators in creating environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet the state-adopted student content guidelines and performance levels. Mentors assist educators in using knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning.
Domain III: Resources and Ongoing Program Involvement	
Program Standard 11: Resources to Support Educator Success	A successful Mentor Program is predicated on the commitment of all stakeholders. Resources to support educator success are critical to improving retention, student achievement, and educator quality. The Mentor Program must take into account the unique needs of novice educators. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support should be based on realistic and reasonable plans that draw on available federal, state and local resources. Stakeholder and partner organization(s) allocate sufficient personnel time and fiscal resources to enable the Mentor Program to deliver planned services that maximize educator and student success.
Program Elements: a)	Resources are allocated by stakeholders and partners to ensure appropriate delivery of essential program components, as defined and described in the program design. Program leaders monitor resource allocation on a regular basis and

	recommend adjustments.
Program Elements: b)	Mentors are provided adequate time and compensation to meet with novice educators on a regular basis.
Program Elements: c)	The Local Education Agency (LEA) assigns qualified personnel to lead and coordinate the program to fully support educators.
Program Standard 12: Program Evaluation	The Mentor Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and program improvements.
Program Elements: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Elements: b)	The program regularly collects feedback about the program quality and effectiveness for all participants, stakeholders, and partner organization(s), using both informal and formal measures.
Program Elements: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.

SUBJECT

Federal Coronavirus Relief K-12 Funding Update

REFERENCE

March – April 2020	The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	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 use of $1,851,300 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to $300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the federal coronavirus relief funds. Additionally, the Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
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 16, 2021	The Board was provided an update on the Coronavirus Relief CFAC Funds ESSER Funds, including CARES Act, CRRSA Act, EANS, and ARP ESSER.
August 25, 2021	The Board received an ESSER draw down overview and a brief update on the CRRSA Act Emergency Assistance to Non-Public Schools grant.
October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan. The Board also approved the distribution methodology of 2.5% of the 10% ARP ESSER SEA reserve.
December 15, 2021	The Board received a high level update on expenditure amounts and percentages for the CARES Act, CRRSA Act, and ARP ESSER, a brief overview of the U.S. Department of Education's (USED) proposed ESSER reporting requirements, and an update on the Governor's Substitute grant, which closed for reimbursement requests December 15, 2021.
February 17, 2022	The Board approved the use of ARP ESSER $2.2 M in administrative funds to be used by the State Department to implement ESSER.
January 6, 2022	Board approved use of the majority of the SEA ESSER Set Aside funding.
February 17, 2022	Board received an update on the current usage of the Idaho federal Coronavirus relief funding for education.

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 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 were required to 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 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. DFM closed the Coronavirus Relief Funds June 30, 2021, which means SDE's last GRA payment to LEAs was 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 COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, $979,452 may be used for administrative costs. The State Department of Education (SDE) 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 $440,131.922 for K-12 education. Of this amount, 90% was be allocated to LEAs. LEAs must spend 20% of their allocation 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 Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021. An amended plan with more information on stakeholder engagement (Section C) and identification of the evidence-based interventions (Section D) was due to U.S. Education on October 28, 2021. Idaho received its final award amount for ARP ESSER on September 13, 2021.

During the October 21, 2021 regular Board Meeting, the Board approved the methodology for allocating 2.5% of ARP ESSER State Set-Aside funds for non-Title and low Title LEAs, including the Idaho Bureau of Educational Services for the Deaf and Blind (IBESDB). The methodology included funding IBESDB $590,000 first and using the base amount of $349,143 to 16 non-Title LEAs and 42 low-Title I-A LEAs to bring them up to the base amount.

The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) under the CARES Act 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. $5,543,122 is obligated for

assistance, services, and reimbursements to non-public schools. This includes $200,000 to implement the program, monitor the schools for uses of funds, and to oversee inventory expenditures. $13,838,486 was reverted back to the Governor's office.

On November 12, 2021, Idaho was awarded $21,961,960 through the ARP EANS grant to provide services and assistance to non-public schools. Similar to the CRRSA Act EANS, the Governor is the grantee and the SEA is the fiscal agent and administrator of the grant. The State Department of Education was delegated to administer the grant on behalf of the Board. The State Department released an application to all non-public schools. The application period for non-public schools to apply was extended until March 31, 2022. Applications will be reviewed for eligibility and to ensure that all required information is provided. Consultation with each individual non-public school will determine which services or assistance the SDE will provide either directly or through contractors. The State Department will provide technical assistance support to these non-public schools through the life of the grant, September 30, 2024. Unobligated funds in the amount of approximately $15.9M remaining six months after the grant was issued, will revert to the Governor's office for use on any authorized activity under the Governor's Emergency Education Relief (GEER) fund.

IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the COVID-19, 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 (LEAs) based on the LEAs' proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEAs' propositional share of Part A, Title I funds received in 2019. Not all LEAs receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEAs share of eligible Title I students. Up to 10 percent (10%) of these funds, $4,785,470, could 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. Funds appropriated through the CRRSA Act are referred to as the ESSER II funds. 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 LEAs 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 American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provides a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Of the $439,942,041 allocated to Idaho, 90% ($395,947,837) was required to be distributed directly to the local education agencies based on the US Department of Education's Title I methodology and 10% ($43,994,204) could be set aside to be used by the state education Agency (SEA). At this point the Board has allocated use for the majority of the ARP ESSER SEA 10% Set Aside.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Elementary Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) - Consolidated State Plan Addendum

REFERENCE

June 2017	The Board received an update on the development of and initial draft of Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education on behalf of the Board.
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 2020	Board approved a waiver 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.
April 6, 2020	Board received an update on the availability of additional ESEA waivers from the U.S. Department of Education.
April 13, 2020	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	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing US Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board reviewed the proposed accountability waiver and postponed action pending waiver of the 95 percent participation rule in IDAPA 08.02.03.112.
June 2021	Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the US Department of Education.
December 15, 2021	Board received an update proposed future amendments to the ESEA Consolidated State Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code
IDAPA 08.02.03.111
IDAPA 08.02.03.112

BACKGROUND/DISCUSSION

The U.S. Department of Education (USED) approved Idaho's Consolidated State Plan (Plan) in March 2018. Prior to the 2018/2019 school year, the state implemented its new school accountability system for the first time. In accordance with the Plan, schools have been identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018). As we strive for continuous improvement of the system, the State Department of Education (SDE) conducted an evaluation of the accountability system to ensure the individual metrics and the system as a whole functioned as intended. This analysis and stakeholder feedback after the system was operationalized identified areas of the Plan where additional information or updates are necessary to best serve schools and students. The proposed amendments were included in the Accountability Oversight Committee Annual Report presented to the Board in December 2018. A public comment period on the proposed amendments was held from January 11 to February 1, 2019.

Proposed changes are needed to address state accountability changes, small technical corrections, and gather feedback on improving metrics and identification methods. The goal is to finalize potential changes for stakeholder review and Board approval for submission to USED February 2022. Areas of change for consideration:

1. Revise the current Exit Criteria for Comprehensive Support and Improvement, Underperforming schools reflecting the school is no longer identified in the bottom 5% and is above the 10th percentile (currently 20th percentile) in proficiency for both ELA and Math.
2. The current growth model is trajectory towards proficiency three years in the future. This model does not adequately reward growth.
3. For targeted support and improvement (TSI), schools can be identified in any comprehensive support and improvement (CSI) metric and student group based on gap of 35 percentage points or more for three consecutive years. Over-identification is a concern.
4. More rigorous interventions are required under ESSA for schools that do not exit CSI and therefore are re-identified. The first time this will occur is summer of 2022, after spring 2022 ISAT results are analyzed.

On November 4, 2021, the Technical Advisory Committee (TAC) received a presentation on Idaho's ESEA Consolidated State Plan proposed amendments. There was considerable discussion on using a value table to reflect growth more accurately within achievement bands. Additionally, different approaches to identifying Targeted Support and Improvement schools was also discussed.

SDE staff met with the Board's Accountability Oversight Committee (AOC) January 20, 2022 and February 14, 2022 to finalize the draft 2021-2022 ESEA Addendum that is necessary as a result of the COVID-19 disruptions. The public comment period opened February 15, 2022 and there were four comments as of March 16, 2022. Several communications from Federal Programs, Special Education, and Assessment and Accountability went out to LEA staff regarding the comment period for the Addendum. A clarification email from USED on March 7, 2022 and a phone call with USED staff on March 16, 2022 made it clear that the same data must be used to identify schools (i.e. 2021 data may only be used if the participation adjustment is calculated).

IMPACT

Once the 2021-2022 ESEA Addendum is approved by the Board, it will be submitted to the USED. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of COVID-19 disruptions. Identification and exit criteria changes will take effect after the close of the 2021-2022 school year. Idaho may not implement these changes until the Addendum has been approved by USED.

ATTACHMENTS

Attachment 1 – ESEA Consolidated State Plan Addendum
Attachment 2 – Public Comment Received by SDE

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. 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.

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 prior to submittal of the plan to the US Department of Education. 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.

At the time the Board established the existing accountability framework, the intention was to provide multiple measures of school and district performance that would provide a more complete picture of school performance and opportunities provided to students and that all of the accountability measures would be made publicly available.

The process the Board uses for making amendments to the Consolidated State Plan includes those amendments first being submitted to the Accountability Oversight Committee for their recommendation and then coming to the Board for formal action. Small technical changes or temporary waivers may be submitted

directly to the Board for consideration without recommendation from the Accountability Oversight Committee when time is of the essence.

The Consolidated State Plan Addendum (Addendum) is a process created by the U.S. Department of Education to allow states to adjust the data used in the 2022 school identification process due to the lack of assessment data collected in spring 2020 resulting from pandemic-related school closures. The Addendum changes are temporary in nature; they will adjust identification calculations for 2022, but calculations will return to the previously established plan beginning in 2023.

On January 20, 2022, SDE staff presented initial ideas for the Consolidated State Plan Addendum (Addendum) to the Accountability Oversight Committee (AOC). The AOC provided feedback and requested data modeling. SDE staff and consultants from Ed Northwest provided a draft Addendum and related data modeling to the AOC on February 14, 2022. The AOC provided additional feedback and communicated its support of the planned changes in the Addendum. At the time, the question regarding whether the U.S. Department of Education would allow use of a safe harbor approach of using 2020 ISAT data only if it benefited a school was unresolved. On February 15, the SDE posted the Addendum for public comment, including the safe harbor language. On March 7 and March 18, 2022, the U.S. Department of Education clarified that it would not approve the safe harbor approach. SDE then met with Alison Henken, staff support to the AOC, to work together to adjust the Addendum to remove the safe harbor language. The changes made were aligned to the AOC's previous communications regarding their preferences and priorities for the Addendum. The revised Addendum was posted on the SDE website on March 18, and the public comment period was extended to April 7, 2022. On March 30, the U.S. Department of Education confirmed that this process meets the public comment requirements established for the Addendum process. On April 8, SDE staff provided the public comments to OSBE staff. Staff have reviewed the public comments and have confirmed that all comments are neutral or in favor of the Addendum as posted on March 18. Based on the AOC's involvement in the process, AOC's support of the proposed changes, and staff's review of the Addendum and public comments, staff recommends adoption of the Addendum and submission to the U.S. Department of Education.

BOARD ACTION

I move to approve the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan as provided in Attachment 1 and to authorize the Board president to sign on behalf of the State Education Agency.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19

under the Elementary and Secondary Education Act of 1965

Idaho

U.S. Department of Education
Issued: December 2021

OMB Number: 1810-0576
Expiration Date: October 31, 2023

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 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the

status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a "Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)" document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this "2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at https://oese.ed.gov/files/2020/02/csso-letter.pdf.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

ATTACHMENT 1

Cover Page

Authorized SEA Representative (Printed Name)	
Signature of Authorized SEA Representative	Date:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template)*:

a. Establishment of Long-Term Goals. *(ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template)* Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

2. Graduation Rate. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

3. Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

b. Indicators. *(ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template)* Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☐ Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

   ~~*Current calculations*~~

   ~~*Idaho's Other Academic indicator is growth and is measured among students in grades 4 through 8 using student performance on the statewide Idaho Standards Achievement Tests (ISAT) in ELA/Literacy and Mathematics. To calculate a student's academic growth target, a student's scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment three years in the future*~~

~~*is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. This number is then divided by three, providing an annual growth target. The change between a student's baseline and current year ISAT scale score is compared against his or her annual growth target. If the student's actual growth was greater than or equal to the annual growth target, the student is "on track". The "on track" status is calculated for all students with regular ISAT scores in both years. Growth calculations are figured separately for ELA/Literacy and Mathematics.*~~

~~*Proposed change for 2021-2022 school year*~~

~~*Due to interruption in testing in both the 2019-2020 and 2020-2021 school years, Idaho will calculate growth for students who have ISAT scores in both 2022 and 2019. In other words, the prior year score can no longer serve as baseline in 2022. This calculation will expect the same amount of growth as the current calculation.*~~

~~*To calculate a student's academic growth target, a student's scale score from 2019 will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment three years in the future is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. The change between a student's 2019 and 2022 ISAT scale score is compared against the growth target. If the student's actual growth was greater than or equal to the annual growth target, the student is "on track". The "on track" status is calculated for all students with regular ISAT scores in both years. Growth calculations are figured separately for ELA/Literacy and Mathematics.*~~

3. ☐ Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

4. ☒ Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

Progress in Achieving English Language Proficiency indicator identifies whether each English learner has made sufficient progress to meet the target based on his or her starting English proficiency level and years in the program. Specifically, Idaho calculates the percentage of English learners who meet or exceed the annual growth target at the end of the 2021-22 school year.

Initial ACCESS Proficiency Level Composite (2017 or later)	*Calculated Growth Year 1**	*Calculated Growth Year 2**	*Calculated Growth Year 3**	*Calculated Growth Year 4**	*Calculated Growth Year 5**
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	*4.0+*	*4.2+*	**	**	**

ATTACHMENT 1

Initial ACCESS Proficiency Level Composite (2017 or later)	*Calculated Growth Year 1**	*Calculated Growth Year 2**	*Calculated Growth Year 3**	*Calculated Growth Year 4**	*Calculated Growth Year 5**
3.0 – 3.9 Developing	*3.0+*	*3.6+*	*4.2+*	***	***
2.0 – 2.9 Emerging	*2.5+*	*3.0+*	*3.6+*	*4.2+*	***
1.0 – 1.9 Entering	*1.5+*	*2.0+*	*3.0+*	*3.6+*	*4.2+*

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*

*** English learners must meet proficiency (Idaho LIEP exit criteria) to be considered as making the expected progress.*

5. ☒ School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

   Due to data collection issues, Idaho suspends the calculation and reporting of additional school quality and student success indicators ***not used in school identification****, except for students enrolled in advanced mathematics courses.*

c. Annual Meaningful Differentiation. *(ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template)* Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

   1. ☐ State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

   2. ☐ Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

   3. ☐ Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (*e.g.*, P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

d. Identification of Schools. *(ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template)* Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

    i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State pan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

    ☐ Comprehensive Support and Improvement Schools: Low Performing
    ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate
    ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
    ☐ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

    ** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

    A. ☒ Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

    The overall methodology of identifying all schools with a composite score in the bottom five percent of all composite scores as Comprehensive Support and Improvement Underperforming schools will remain the same. The composite score uses the data from three most recent years (2020, 2021, 2022) ~~of data~~, unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

    ~~*and will be calculated using data from 1) 2021-2022, 2)2018-2019, and 3) 2017-2018 due to the pause of use of data in accountability in 2019-2020 and 2020-2021*~~.

    ~~*Idaho would like to provide a safe harbor by also calculating a composite score based the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not in the bottom 5% of all schools' composite that includes 2020-2021 data, then the school would not be identified as a Comprehensive Support and Improvement School.*~~

    B. ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to

graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

C. ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

D. ☒ Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Currently, Idaho identifies Targeted Support and Improvement (TSI) schools as any school with a gap on any indicator for any student group comparison of 35 points or more. At the time that this criterion was established, it was not possible to inform decisions with data.

Idaho would like to change the methodology to the following: A TSI school is 1) any school with a student group composite below the bottom five (5) percent of state ~~average~~ composite for all students and 2) is in the bottom five (5) percent of student group composites.

Additionally, the composite score uses the data from three most recent years (2020, 2021, 2022) ~~of data~~ unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

~~*and will be calculated using data from 1) 2021-2022, 2)2018-2019, and 3) 2017-2018 due to the pause of use of data in accountability in 2019-2020 and 2020-2021. Idaho would like to provide a safe harbor by also calculating a composite score based the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's student group composite using 2020-2021 data is not in the bottom 5% of all student groups' composite that includes 2020-2021 data, then the school would not be identified as a TSI school*~~

E. ☒ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified

for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

~~*Currently, three years of data is used to calculate the composite for Additional Targeted Support and Improvement (ATSI) schools. Idaho proposes to use four years of data to calculate the composite score used to identify ATSI schools.*~~ *The overall methodology of identifying all schools with a composite score in the bottom five (5) percent of all composite scores as Additional Targeted Support and Improvement schools will remain the same. However, Idaho* ~~*would also like*~~ *proposes to identify ATSI schools from the pool of Targeted Support and Improvement schools instead of identifying them from the overall pool of school/student group composite scores.*

If approved, the composite score ~~*would*~~ *uses the data from* ~~*four*~~ *three most recent years (2020, 2021,2022)* ~~*of data*~~ *unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.*

~~*and will be calculated using data from 1) 2021-2022, 2)2018-2019, 3) and 2017-2018, and 2016-2017 due to the pause of use of data in accountability in 2019-2020 and 2020-2021.*~~

~~*Idaho would like to provide a safe harbor by also calculating a composite score based on the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not below the ATSI identification threshold, the school would not be identified as an ATSI school.*~~

e. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)*

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

i. ☐ The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.

ii. ☐ The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

i. ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Current exit requirements

To exit comprehensive support and improvement status, a school must 1) no longer have an overall composite that is in the bottom five percent of all schools, and 2) have proficiency levels in the 20th percentile or above in both math and English language arts ISAT.

Proposed exit requirements

Original exit requirements were determined when there was not an ability to inform the decision with data. Now that the system is in place and data can be examined alongside available resources to support schools, the proposed change will likely increase the number of schools that will exit this status. To exit comprehensive support and improvement status, a school must 1) no longer have an overall composite that is in the bottom five percent of all schools, and 2) have proficiency levels in the 10th percentile or above in both math and English language arts ISAT.

The composite score uses the data from three most recent years unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

For identification, Idaho does not plan to use the 2021 Academic Achievement Indicator whose adjustment based on a participation rate below 95 percent was waived by USED at that time. However, to credit the performance of schools that have been in the comprehensive support and improvement status, Idaho plans to use 2021 Academic Achievement Indicator, as adjusted based on a participation rate below 95 percent, for the exit composite score calculation.

ii. ☐ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

iii. ☐ The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

i. ☐ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

ii. ☐ The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

i. ☐ The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

ii. ☐ The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

iii. ☐ The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

ESEA Addendum Second Round 3.18.2022 - 4.7.2022

Date Comment Received	Name	Location	Role	
3.22.2022	Robin Gilbert	Payette SD	Superintendent	I have read the document but have no comment.
3.23.2022	Earnie Lewis	Regions 3 and 4	Capacity Builder	I've read the adjustments you've made for the TSI, ATSI and CSI-Up sites. It makes sense to me with the limited knowledge I have!
3.23.2022	Lisa Colon-Durham	Idaho School Boards Association (ISBA)	Professional Development Director	Thank you for providing the addendum and allowing for public comment. On behalf of the Idaho School Boards Association, based on the feedback from the United States Department of Education, the proposed revisions appear to be reasonable.
3.29.2022	Colleen Kelsey	Regions 3 and 4	Capacity Builder	I have read all of the ESEA addendum documents, including the amended one. The one part that I feel strongly about is using the 10% (instead of 20%) exit percentage for CSI schools. Honestly, I don't know how teachers and administrators have made it through the last three years in one piece. The schools I worked with as a CB put such an amazing effort into helping students learn, let alone just keeping their schools open. The simple fact that their scores went UP last year is a testament to the administrators' and teachers' commitment to student learning under extraordinary circumstances. Their. Scores. Went. Up. They did the right things for their kids: used interims, identified specific targets needing extra attention, provided re-teaching to make sure kids "got it," and attended to the ISAT as if it were just a "regular" year. They know what to do now. Their time as CSI schools has served them well. They now all hold their heads a little higher because they have the collective efficacy to continue getting better. What I believe will NOT help them in the next three years is to be re-identified as a CSI school because they may not hit the magic 20% increase to exit this fall. Conversely, the Idaho Building Capacity Project is gaining momentum. Non-CSI districts and schools are asking for help "like those other schools get." They want the extra help, and they should be able to get it. Keeping successful CSI schools under a CSI designation this fall does not make good sense simply because they did not make the 20% exit criteria. Neither does not allowing new CSI schools to begin their school improvement journey. Please let me know what else I can do to provide support for the current ESEA Addendum.
3.29.2022	Shalene French	Caldwell SD	Superintendent	It appeared to us that the changes you were recommending were logical. We need to re-read the EL changes. We just want to be prepared.
4.3.2022	Lynn Paslay	Lakeland SD	FP Director	I agree with the proposed changes, my hope is that compiling 3 years of data allows for a comparison that yields the results you are looking for. With Covid, it just feels like education across the state has looked very different.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 21, 2022

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO ANNUAL REPORT	Information Item
2	IDAHO PUBLIC TELEVISION ANNUAL REPORT	Information Item
3	IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT	Information Item
4	2022 LEGISLATIVE UPDATE	Information Item
5	BOARD POLICY – BYLAWS – SECOND READING	Action Item
6	BOARD POLICY I.P. – INDIAN EDUCATION COMMITTEE – SECOND READING	Action Item
7	ACCOUNTABILITY OVERSIGHT COMMITTEE ANNUAL REPORT AND RECOMMENDATION	Information Item
8	EDUCATOR PIPELINE REPORT – ANNUAL UPDATE	Information Item
9	SCHOOL DISTRICT TRUSTEE ZONE BOUNDARY APPROVAL	Action Item
10	TEMPORARY RULE – IDAPA 08.02.01	Action Item
11	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL – NONRENEWAL APPEAL – HEARING OFFICER APPOINTMENT	Action Item

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report

REFERENCE

April 2021 — The Board received the previous University of Idaho annual report in compliance with Board policy I.M.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.4

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report of the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with the schedule and format established by the Board's Executive Director.

The University of Idaho's annual published progress report is attached. Any updates will be provided through the presentation. Annual performance measure reports are presented to the Board at the regular October Board meeting.

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

IMPACT

Each institution's annual report provides the Board with an update on the institution's progress in meeting their strategic plan goals and efforts toward program prioritization.

ATTACHMENTS

Attachment 1 – University of Idaho Annual Report
Attachment 1 – University of Idaho Presentation - Draft

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

BOARD ACTION

This item is for informational purposes only.

IDAHO IMPACT

ANNUAL REPORT | APRIL 2022

BEST COLLEGES U.S.News & WORLD REPORT BEST VALUE SCHOOLS 2022

NO. 1 BEST VALUE Public University in the West

University of Idaho

IDAHO IMPACT

The University of Idaho provides incredible value to our students and our state. We produce graduates ready to contribute to industry and the economy, and our research helps Idaho's communities thrive.

It's our mission to build on our rich traditions of access and outreach as Idaho's land grant institution. We educate Idaho's future leaders and disseminate our research to support residents in each of the state's 44 counties.

This 2022 edition of Idaho Impact articulates how we are delivering on our mission. It includes progress on our 10-year strategic plan implemented in 2016. While we continue to monitor the metrics identified in the strategic plan, we are more focused on certain elements. The result is the implementation of our Vandal Hybrid Financial Model and progressing on our three pillars: Supporting student success, prioritizing research and telling our story.

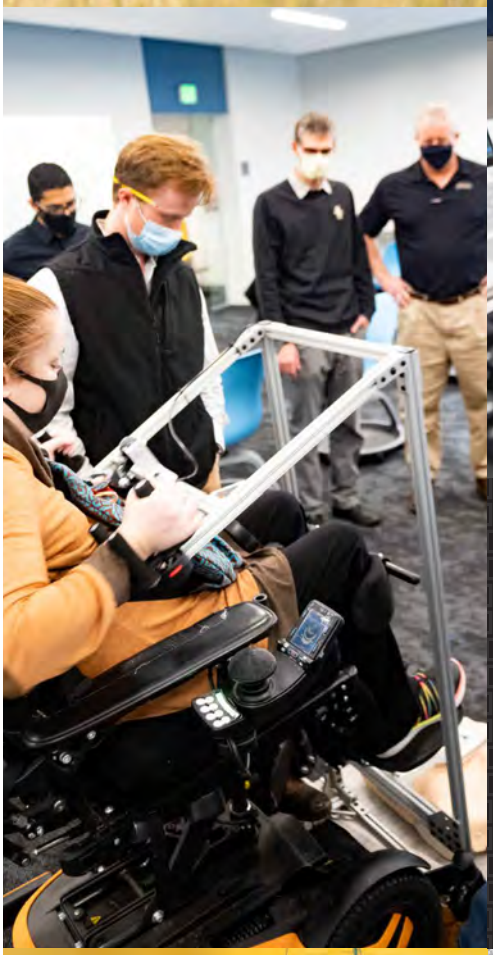
The pandemic greatly affected our 2020-21 strategic plan metrics included in this report. However, we are seeing positive outcomes driven by our financial model and our three pillars. We are more financially sound, are experiencing better enrollment outcomes, have an impressive pipeline of new research awards and are setting new annual philanthropy records. Our positive momentum during this challenging time leads us to believe our most aspirational vision will be fully realized in a non-pandemic setting.

We are a university on the rise. Our collective efforts demonstrate U of I's continued dedication to support a thriving Gem State.

C. Scott Green

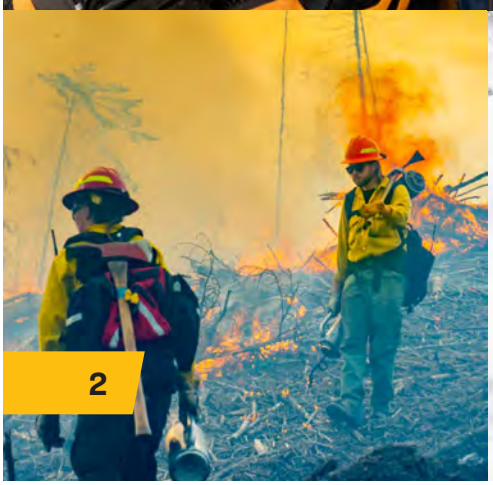
President Scott Green

2	Mission, Vision, Values
4	Pillar 1: Telling Our Story
5	Pillar 2: Supporting Student Success
6	Pillar 3: Prioritizing Research
8	Strategic Plan Goal 1: Innovate
9	Strategic Plan Goal 2: Engage
10	Strategic Plan Goal 3: Transform
12	Strategic Plan Goal 4: Cultivate
13	Complete College America's Game Changers
14	Fundraising
15	Building Our Future
16	Partnerships
17	Idaho is Our Campus



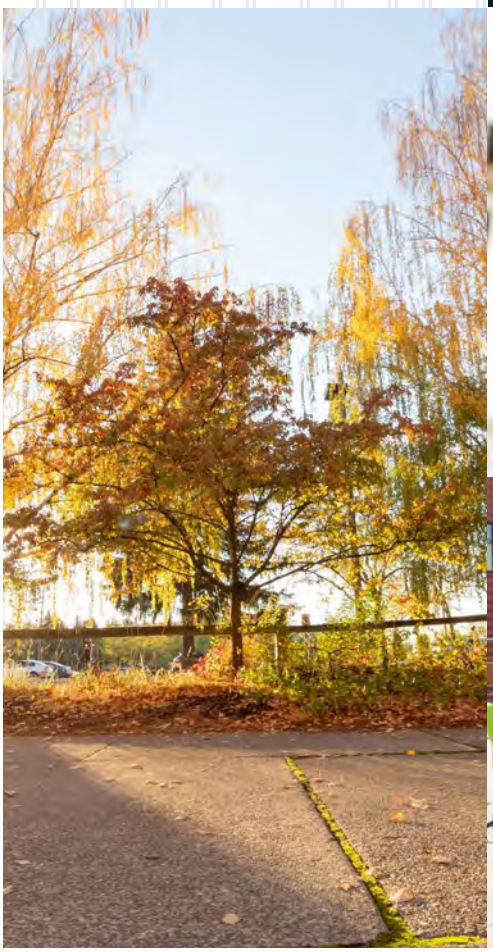
MISSION

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



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.



VALUES

Excellence
Respect
Integrity
Perseverance
Sustainability

TELLING OUR STORY

ENROLL IDAHO

Improving Idaho's go-on rate is a top priority for the University of Idaho and our partners in higher education across the state. Idaho's four-year schools are teaming up on the "Education for Idaho" marketing campaign, emphasizing the value of higher education in Idaho and the array of opportunities that college can unlock for Idaho students. This marketing campaign includes television and radio ads, social media, digital signage and billboards. Powerful stories from students explain how higher ed has changed the trajectories of their lives.

FOR YOU.
FOR US.
FOR IDAHO.

BEST COLLEGES
U.S.News & WORLD REPORT
BEST VALUE SCHOOLS
2022

BEST VALUE IN THE WEST

The University of Idaho was ranked the No. 1 Best Value in the West among public universities by U.S. News & World Report, and No. 2 nationally, behind only North Carolina. The "Best Value" rankings compare overall quality of the institution related to its price and any need-based aid or discounts given.

LEADING IDAHO

The University of Idaho is providing remarkable value for students and the state. The Bipartisan Policy Center used data from the U.S. Department of Education to calculate the return on investment for students and taxpayers at colleges across the country.

According to the research, the average student's ROI of enrollment at U of I is $573,297, far outpacing the other four-year public universities in the state.

STUDENT SUCCESS

↑$50M
SCHOLARSHIPS

5K IN-PERSON COURSE SECTIONS

↑50 CYBERSECURITY STUDENTS

↑51 VANDAL PROMISE SCHOLARSHIPS

↑11,303
ENROLLMENT

72% FROM IDAHO

41% FIRST IN FAMILY

↑15% WUE PROGRAM

↑8.2% GRAD STUDENTS

↑ = value is higher than the prior year

U OF I IN ACTION

$50 million in scholarships and waivers are offered to U of I students.

Nearly 5,000 course sections were held in person in Fall 2020 and Spring 2021 with no cases of COVID-19 traced to the classroom.

CYBERSECURITY

45 students are now enrolled in Idaho's first bachelor's degree in cybersecurity, and 5 students are enrolled in the master's degree program, elevating decades of producing students who found careers in the field.

VANDAL PROMISE

The need-based Vandal Promise Scholarship helps bridge the $5,000 gap many students face after Pell grants and available scholarships – and the cost to attend college – are considered. The program grew to more than 50 students in Fall 2021.

ENROLLMENT AND RETENTION: FALL 2021

Enrollment: 11,303 – an increase of 4.7% over the prior year

Largest entering freshmen class since 2015 – up 16.7% over the prior year

Transfer enrollment up 11.7% over the prior year

Western Undergraduate Exchange enrollment up 15% over the prior year

The WUE program provides a tuition discount to students from all 16 Western Interstate Commission for Higher Education (WICHE) states

New graduate student enrollment up 8.2% over the prior year

Non-resident enrollment up 20.7% over the prior year

RETENTION AND GRADUATION

2020-21 first-year student retention was 76.7%, down from 77.8% in 2020-21. Six-year graduation rate: 59.1% in FY21, slightly down from 59.5% in FY20.

DEGREES

2,284 students earned 2,458 degrees/certificates in 2020-21

University of Idaho

PRIORITIZING RESEARCH

INSTITUTIONAL INVESTMENT IN PROFESSIONAL RESEARCH STAFF AND GRADUATE STUDENT RESEARCH

U of I is investing in its research in capability and doctoral students in support of the university goals to grow research impact and attain a Carnegie R1 classification in 2025. In support of this goal investments from the P3 strategic research fund are increasing institutional support for postdoctoral research fellows and doctoral students by $3 million per year and additionally are supporting the expansion of professional research staff at U of I by up to 25 positions focused on mission-critical areas such as artificial intelligence, data sciences and high-performance computing.

PIONEERING DIGITAL FOREST TECHNOLOGY

The College of Natural Resources is pioneering the use LIDAR (Light Detection and Ranging) technologies to produce highly accurate digital single-tree inventories of forest and wildlife habitat on the U of I Experimental Forest, the first such application in the country. These innovative approaches allow for a complete census of tree structure and function across thousands of acres to be completed more accurately and rapidly than traditional field-based sampling methods and extrapolation. U of I researchers are working closely with forest industry partners for what will transform the way forests are measured worldwide.

CYBERSECURITY PARTNERSHIP WITH SCHWEITZER ENGINEERING LABORATORIES

U of I and SEL continue to grow their partnership in cybersecurity education and research. The College of Engineering commissioned new laboratories in the U of I Integrated Research Innovation Center (IRIC) focused on developing secure industrial control systems. Recently funded by an additional $2.5 million infusion from SEL, this partnership continues to support students and fund undergraduate, graduate and faculty research.

IDAHO UNIVERSITIES GAIN EXCLUSIVE ACCESS TO FALCON SUPERCOMPUTER

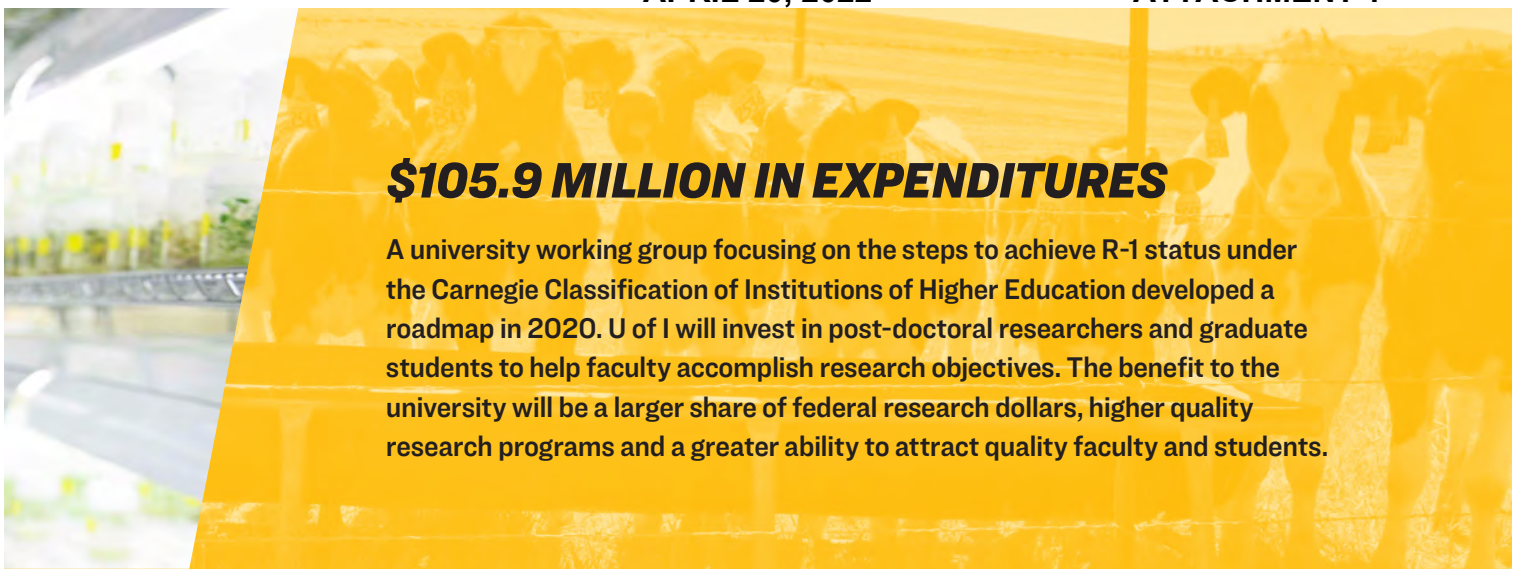
U of I will assume management of the Falcon supercomputer from Idaho National Laboratory as lead university for the Idaho university consortium. Falcon, which is housed at the new Collaborative Computing Center in Idaho Falls, is one of the 25 fastest academic computers in the nation and provides a profound increase in the high-performance computing power available to Idaho's universities.

NIH GRANT ENABLES FACULTY CLUSTER HIRE FOR MODELING TO ADDRESS PUBLIC HEALTH CHALLENGES

A $11 million grant from the National Institutes of Health to Principal Investigator Holly Wichman, professor of Biological Sciences and director of the Institute for Modeling Collaboration and Innovation, has enabled U of I to add six faculty positions to increase our strength in the use of mathematical, statistical and computational modeling for biomedical and public health projects. This interdisciplinary cluster will involve appointments in multiple departments and colleges and will leverage critical new assets like the Falcon supercomputer.

WOOD WASTE & 3D PRINTING FOR SUSTAINABLE CONSTRUCTION

The National Science Foundation awarded $4 million to College of Engineering Professor Michael Maughan and co-workers to further develop and test a process for a 3D printer capable of producing housing from a 100% bio-based wood composite material. This work is attracting diverse industry interest and forms the basis for U of I's first membership-based Industrial Affiliates program, the PrinTimber Industrial Affiliates.



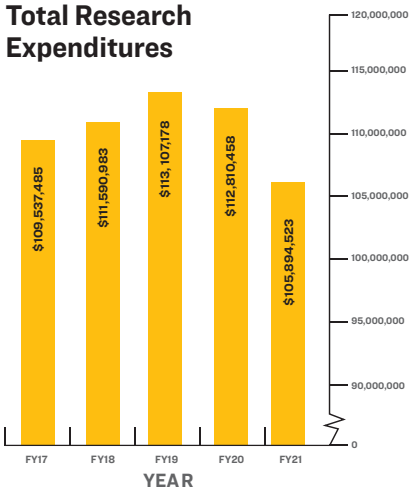
$105.9 MILLION IN EXPENDITURES

A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. U of I will invest in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university will be a larger share of federal research dollars, higher quality research programs and a greater ability to attract quality faculty and students.

RESEARCH ACTIVITY AND EXPENDITURES

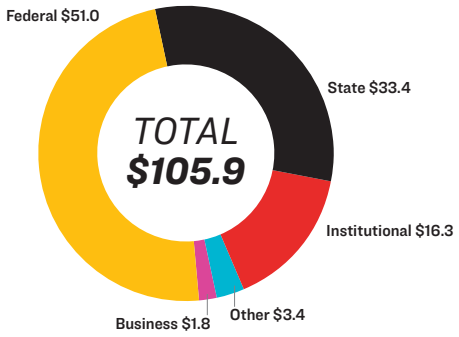
Pending Higher Education Research and Development (HERD) approval

Total Research Expenditures



Total Research Expenditures by Funding Source

(Dollars in Millions)



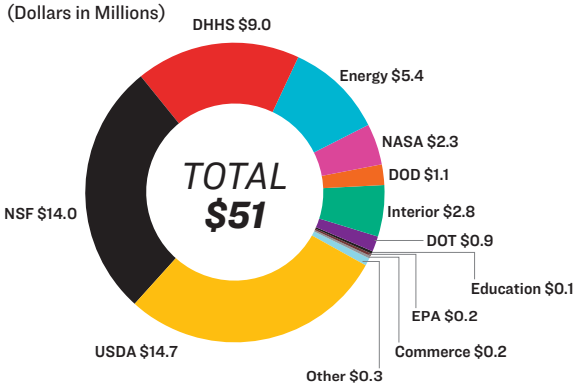
Summary of Sponsored Project Activity

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	960	$331,578,438

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	443	$72,389,398
Other Actions	243	$50,592,794
TOTAL AWARDS	**686**	**$122,982,192**

Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



INNOVATE

GOAL 1:

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

SCHOLARLY AND CREATIVE WORK WITH IMPACT

Objective A:

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

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

Objective B:

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

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds and increased percentage of undergraduates participating in research.

Objective C:

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

Indicators: Increase in above measures as well as invention disclosures.

PERFORMANCE MEASURES		Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Goal 2025
***1.1* Terminal Degrees in Given Field (Ph.D., MFA, etc.)**	**Goal**		**300**	**325**	**325**	**325**	**380**	**425**
	Actual	**275**	**231**	**251**	**242**	**322**		
***1.2* Number of Postdocs and Non-Faculty Research Staff with Doctorates**	Goal		75	80	80	80	100	120
	Actual	66	92	83	103	106		
***1.3* Research Expenditures* ($ Million)**	Goal		105	115	115	115	135	160
	Actual	95	109	111.6	113.1	112.8*		
***1.4* Invention Disclosures**	Goal		25	30	30	30	40	50
	Actual	14	24	26	35	29		
***1.5* Number of Undergraduate and Graduate Students Paid from Sponsored Projects (PMR)**	Goal		610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	660 UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	765 (UG) & 500 (GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total		
***1.6* % of Students Involved in Undergraduate Research (PMR)**	Goal		69%	71%	71%	71%	74%	75%
	Actual	66%	61%	58%	60%	56%		

*Research Expenditures for FY20 are reported in 20-21 in accordance with SBOE requirements. U of I Research Expenditures are verified by the National Science Foundation's Higher Education Research and Development (HERD) Survey at *nsf.gov/statistics/srvyherd.*

ENGAGE

GOAL 2:

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

OUTREACH THAT INSPIRES INNOVATION 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.
Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B:

Develop community, regional, national and/or international collaborations that promote innovation and use University of Idaho research and creative expertise to address emerging issues.
Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in Higher Education Research Institute survey) as well as total economic impact assessment (EMSI).

Objective C:

Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.
Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate and dual-credit engagement.

PERFORMANCE MEASURES		Baseline (2014-15)	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Goal 2025
***2.1* Go-On Impact**	**Target**		**40%**	**42%**	**45%**	**45%**	**43%**	**45%**
	Actual	**N/A**	**40.6%**	**41.4%**	**41.4%**	**41.4%**		
2.2 Number of Direct U of I Extension Contacts	Target		359,000	370,000	370,000	430,000	375,000	380,000
	Actual	359,662	405,739	425,128	440,793	220,402		
2.3 % Faculty Collaboration with Communities (HERI)	Target		63%	65%	65%	65%	68%	70%
	Actual	57%	57%	57%	57%	57%		
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		58%	60%	60%	60%	66%	72%
	Actual	52%	52%	52%	53%	53%		
2.5 Alumni Participation Rate	Target		10%	11%	11%	11%	13%	15%
	Actual	9.0%	10.3%	9.4%	8%	7.4%		
2.6 Economic Impact ($ Billion)	Target	1.1	1.2	1.3	1.3	1.3	1.7	2
	Actual	1.1	1.1	1.1	1.1	1.01		
2.7 Dual-Credit (PMR) a. Total Credit Hours b. Unduplicated Headcount	Target	a. 6,002 b. 1,178	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 12,004 b. 2,755	a. 11,606 b. 2,450	a. 11,504 b. 2,371	a. 8,996 b. 1,886		

TRANSFORM

GOAL 3:

Increase our educational impact.

EDUCATIONAL EXPERIENCES THAT IMPROVE LIVES

Objective A:

Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B:

Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, National Survey on Student Engagement High-Impact Practices score and reductions in remediation via curricular innovation.

Objective C:

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

Indicators: Measures educational parity and retention rates (for new and for transfer students).

PERFORMANCE MEASURES		Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Target 2025
***3.1* Enrollment**	**Target**		**12,500**	**13,000**	**13,000**	**13,000**	**15,000**	**17,000**
	Actual	**11,534**	**12,072**	**11,841**	**11,926**	**10,791**		
3.2 Equity Metric: First Term GPA & Credits (% Equivalent)	Target		85% / 85%	90% / 90%	90% / 90%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	75% / 75%	62.5% / 50%	62.5%/62.5%	75%/75%		
3.3 Retention – New Students (PMR)	Target		83%	84%	84%	84%	87%	90%
	Actual	77%	81.6%	80.8%	77.3%	76.7%		
3.4 Retention – Transfer Students (PMR)	Target		78%	79%	79%	79%	82%	85%
	Actual	83%	82.4%	81.3%	82.6%	79.7%		
3.5 Graduates (All Degrees)	Target		2,950	3,000	3,000	3,000	3,500	4,000
	Actual	2,861	2,487	2,561	2,646	2,474		
a) Undergraduate Degree (PMR)	Target		1,800	1,850	1,850	1,850	2,200	2,500
	Actual	1,767	1,570	1,639	1,675	1,568		
b) Graduate / Prof Degree (PMR)	Target		750 / 130	800 / 150	800/150	800/150	850 / 170	1,000 / 200
	Actual	741 / 123	543 / 143	538 /134	592/132	526/171		
c) % of Enrolled UG That Graduate (PMR)	Target		20%	20%	20%	20%	20%	20%
	Actual	20%	retired by SBOE					
d) % of Enrolled Grad Students That Graduate (PMR)	Target		30%	31%	32%	31%	33%	35%
	Actual	29%	retired by SBOE					
3.6 NSSE High Impact Practices	Target		70%	75%	75%	75%	80%	85%
	Actual	67%	73%	73%	77%	77%		
3.7 Remediation a. Number b. % of First Time Freshman (PMR)	Target		a. 158 b. 14%	a. 142 b. 12%	a. 142 b. 12%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 162 b. 14%	a. 203 b. 19%	a. 203 b. 21%	a. 220 b. 22%	a. 351 b. 33%		

NEW STATEWIDE PERFORMANCE MEASURES		2017-18	2018-19	2019-20	2020-21
***VI.* Number of UG degrees/certificates produced annually (Source: IPEDS Completions First and Second Major)**	**Target**		N/A	**2000**	**2000**
	Actual	**1,798**	**1,848**	**1,881**	**1,738**
***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.**	Target		N/A	Math 56% ENGL 77%	Math 56% ENGL 77%
	Actual	Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69%
***VIII.* Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.**	Target	N/A		74%	74%
	Actual	56.6%	59%	59.1%	60.7%
***IX.* Percentage of students completing 30 or more credits per academic year.**	Target	N/A		40%	40%
	Actual	42.4%	43.7%	42%	41.8%
***X.* Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.**	Target	N/A		34%	34%
	Actual	37.1%	38.2%	40.7%	41.1%
***XI.* Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).**	Target	N/A		58%	58%
	Actual	59.3%	56.1%	59.5%	59.1%
***XII.* Number of UG programs offering structured schedules.**	Target	N/A		155/155	155/155
	Actual	retired by SBOE			
***XIII.* Number of UG unduplicated degree/certificate graduates.**	Target		N/A	2,000	2,000
	Actual	1,570	1,639	1,675	1,568

The above table includes new statewide performance measures as reported to the State Board of Education.

CULTIVATE

GOAL 4:

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

A VALUED AND DIVERSE COMMUNITY

Objective A:

Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B:

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

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C:

Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

PERFORMANCE MEASURES		Baseline (2014-15)	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Target 2025
***4.1* "Great Colleges to Work For" Survey**	**Target**		**Survey Avg in 3rd Group (of 5) (62)**	**Survey Avg in 4th Group (of 5) (66)**	**Survey Avg in 4th Group (of 5) (66)**	**Survey Avg in 4th Group (of 5) (66)**	**Survey Avg in 4th Group (of 5) (70)**	**Survey Avg in 4th Group (of 5) (73)**
	Actual	**N/A**	**Average in 3rd Group (of 5) (55)**	**Average in 2nd Group (of 5) (54)**	**Average in 2nd Group (of 5) (61)**	**Average in 3rd Group (of 5) (61)**		
***4.2* Multicultural Student Enrollment (heads)**	Target		3,130	3,305	3,305	3,305	4,000	4,300
	Actual	2,415	2,799	2,764	2,613	2406		
***4.3* International Student Enrollment (heads)**	Target		950	1,100	1,100	1,100	1,500	2,000
	Actual	712	717	755	662	475		
***4.4* Full-Time Staff Turnover Rate**	Target		16.0%	15.0%	15.0%	15.0%	12.0%	10.0%
	Actual	17.6%	17.0%	15.8%	23.5%	19.7%		
***4.5* % Multicultural a. Faculty and b. Staff**	Target		a. 21% b. 14%	a. 22% b. 15%	a. 22% b. 15%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 22.1% b. 12.5%	a. 20.6% b. 12.1%	a. 21.3% b. 13.2%	a. 20.6% b. 13.4%		
***4.6* Cost Per Credit Hour (PMR)**	Target		$366	$377	$377	$377	$412	$450
	Actual	$335	$383	$412	$423	$507		
***4.7* Efficiency (Graduates Per $100K) (PMR)**	Target		1.32	1.37	1.37	1.37	1.54	1.70
	Actual	1.20	0.97	0.96	0.97	0.88		

GAME CHANGERS

The University of Idaho has taken several steps to meet the four metrics of Complete College America's "Game Changers" initiative aimed at closing institutional performance gaps.

PURPOSE

Aligning the college experience to each student's goals for the future

- **Degree Finder** – Explore more than 220 U of I majors via an online database
- **Career Finder** – Discover majors and in-demand careers with the EMSI-powered database
- **Student Life** – Students can pick from more than 200 student clubs, 34 Greek chapters and countless other opportunities for engagement

STRUCTURE

Building course road maps that make the path to a degree clear

- Four-year plans in the curriculum inventory management system (2021-22 University Catalog)
- Math Pathways
- Smart Schedules

MOMENTUM

Helping students meet critical early milestones that put them on track to graduate

- **VandalStar Program** - Collaborative Advising provides real-time grade updates and regular communication to help students access support resources
  - Multiple Measures
  - Credit for Competency
- **Momentum Pathways**
  - 15 to finish / 30 credits per year
  - Math and English co-requisite courses
  - Momentum year (In the first year, complete gateway Math and English + 9 credits in the major)
  - Free Online English Placement Tool

SUPPORT

Addressing student needs and removing barriers to academic success through various programs

- Centralized Advising
- Proactive Advising Services
- Career Services
- Career Specific Career Liasons
- Career Readiness Competencies with Hiration & GoinGlobal
- Vandal Mentor Network
- Academic Coaching
- Degree Mapping
- Student Support Services
- Vandal Care/ Case Management

U OF I FUNDRAISING

FY21

$22.5M	$22.7M	$7.6M	$1.4M	$172K	11,164
Corps./Orgs./Nonprofits	Alumni	Friends/Others	Faculty/Staff/Retirees	Parents	donors

$54.4M
RAISED AND DESIGNATED FOR:

$24.1M	$13.6M	$12.7M	$3.9M
STUDENTS	ACADEMIC AND OTHER PROGRAMS	FACULTY/ RESEARCH SUPPORT	FACILITIES

$13M Endowments

Donors provided $13.2 million in endowment contributions to the U of I Foundation in FY21, with almost $7 million funding 54 new endowments.

$7M New Endowments

FY21 SIGNATURE GIFTS

Jeffry '75 and Kristine '75 Stoddard
$9.775 million gift in kind of furniture, fixtures, computers and servers, and complete library for the new College of Law building in Boise.

Duward and Susan Huckabay Foundation
$5 million in scholarship support for students in the Idaho WWAMI Medical Education Program. The Huckabay Foundation has given a total of $12 million to Idaho WWAMI, establishing U of I's largest single endowment

David '70 and M.A. '69 Poe
$2.1 million in blended giving (current and bequest) to support student success through scholarships for music, athletics and general financial need, as well as study abroad experiences.

J.R. Simplot Company Foundation
$1 million to support the Saad Hafez endowed chair of nematology at U of I's Parma Research & Extension Center.

Clint '97 and Kim '97 Marshall
$1 million to provide funding for the ICCU Arena and the President's Scholarship Fund.

Micron Technology, Inc. and the Micron Foundation
$500,000 in grants to expand equitable access to education, diversify enrollment and prepare students for productive and fulfilling engineering careers.

Redox Chemicals, LLC
$500,000 to support the Idaho Center for Food and the Environment (CAFE) project.

Blue Cross of Idaho Foundation for Health, Inc. and Optum Idaho
$500,000 for support of Idaho WWAMI Project ECHO behavioral health programming to create a dialogue among clinicians about best practices and resources.

BUILDING OUR FUTURE

Seed Potato Germplasm Laboratory

Construction of the new Seed Potato Germplasm Laboratory was completed in November 2021. The $5.2 million project improves facilities where 90% of the state's 300-plus potato varieties trace their roots. The state-of-the-art facility will allow for increased research and production to meet growing demand for plantlets and mini-tubers – a mainstay in Idaho's agricultural economy. Production will increase by three times in the next five years. The revenue will allow the university to invest in technology and research to support student training and education.

Idaho CAFE

$10M
USDA FUNDING

Design for the dairy portion of the Idaho Center for Agriculture, Food and the Environment is underway with groundbreaking set for May 2022. The project will span three counties: a 2,000-cow research dairy near Rupert, a discovery complex near Jerome and collaborative food science efforts with other institutions, such as the College of Southern Idaho in Twin Falls. Dairy research will kick off with $10 million in USDA funding received by the College of Agricultural and Life Sciences in 2020.

Idaho Center for Plant and Soil Health

Located at the Parma Research and Extension Center, this **$9.5 million** project will provide increased research space to better equip faculty to address grower concerns and issues facing industry. Construction is anticipated to begin in Summer 2022.

J.W. Martin Laboratory Deep Soil Ecotron Project

Construction of the NSF-funded Deep Soil Ecotron will begin this year. The **$18.9 million** facility will be the first of its kind in the world and will allow unprecedented research aimed at exploring deep soils. Construction will continue through Fall 2026.

Steam Micro-Turbines and Energy Independence

With the installation of three steam micro-turbines, U of I is on its way to energy independence and carbon-neutrality. The steam micro-turbines convert excess steam produced to heat our campus into electricity that powers our buildings. By harnessing this power, the turbines will **reduce annual campus energy costs by up to 10%.**

ICCU Arena

Idaho Central Credit Union (ICCU) Arena opened its doors in October 2021 as the home of Vandal Basketball and the University of Idaho Alumni Center. This building shines a light on Idaho's valuable wood products industry and will be a showpiece of mass-timber construction.

COMMUNITY PARTNERSHIPS

A KEY COMPONENT OF THE SUCCESS OF OUR REGIONAL AIRPORT

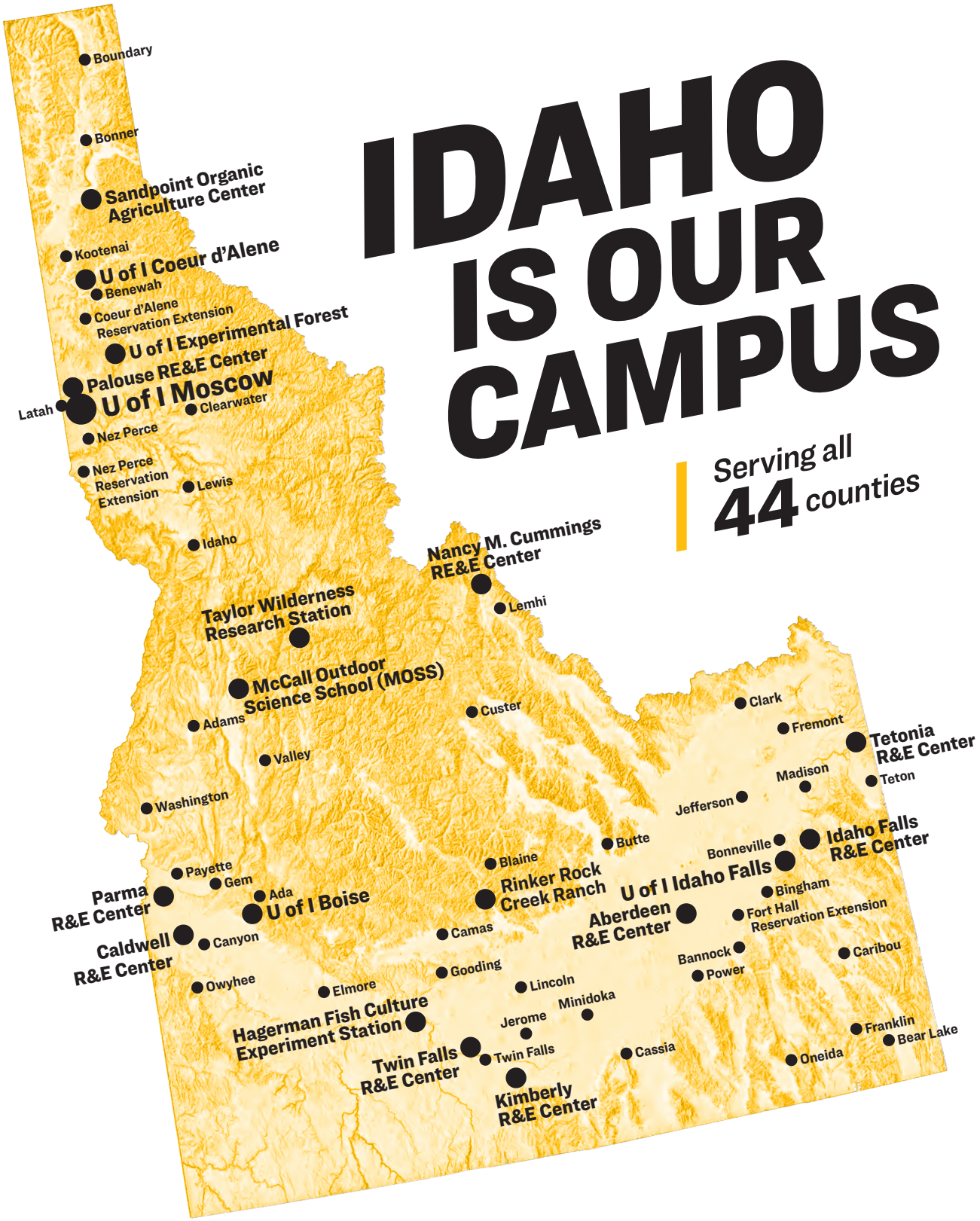
U of I's long standing collaboration with and support for Pullman-Moscow Regional Airport (PUW) benefits the university and the community. In addition to supplying representation on the PUW board of directors, the university has provided $500,000 in financial support of the PUW's recently-completed $150,000,000 runway realignment project and has committed $400,000 to the construction of a new terminal building. The new facilities allow improved air service for students, employees and the wider community and open many possibilities for new direct routes and connections with existing and new airline partners. The university also negotiated with Alaska Airlines for a successful return of service from PUW to Boise, supporting statewide goals for intrastate aviation and benefitting students, employees and the entire community with improved air service to the state capital.

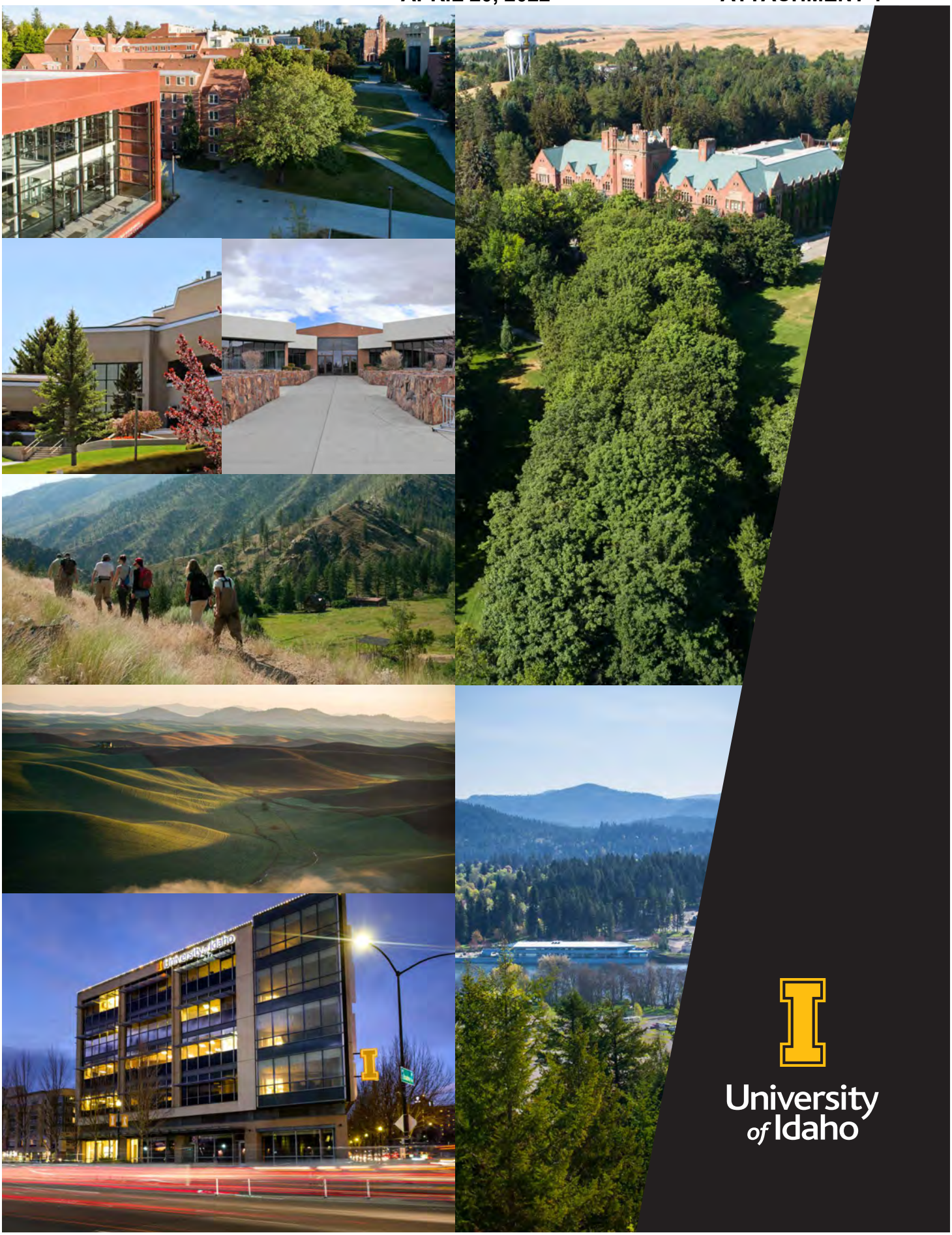
GRITMAN MEDICAL CENTER

Our relationship with Gritman Medical Center in Moscow and throughout Latah County spans from Gritman's support of university events to our collaboration on Student Health services to shared facilities and programs with the WWAMI medical education program. When times were particularly challenging, Gritman was instrumental in our response to the pandemic, partnering on education, COVID testing on campus and at the hospital, vaccinations and helping us with data and expertise in defining our overall response.

IDAHO IS OUR CAMPUS

Serving all **44** counties




University of Idaho

University of Idaho

2021-22 ANNUAL REPORT

3 PILLARS

- Supporting Student Success
- Prioritizing Research
- Telling our Story

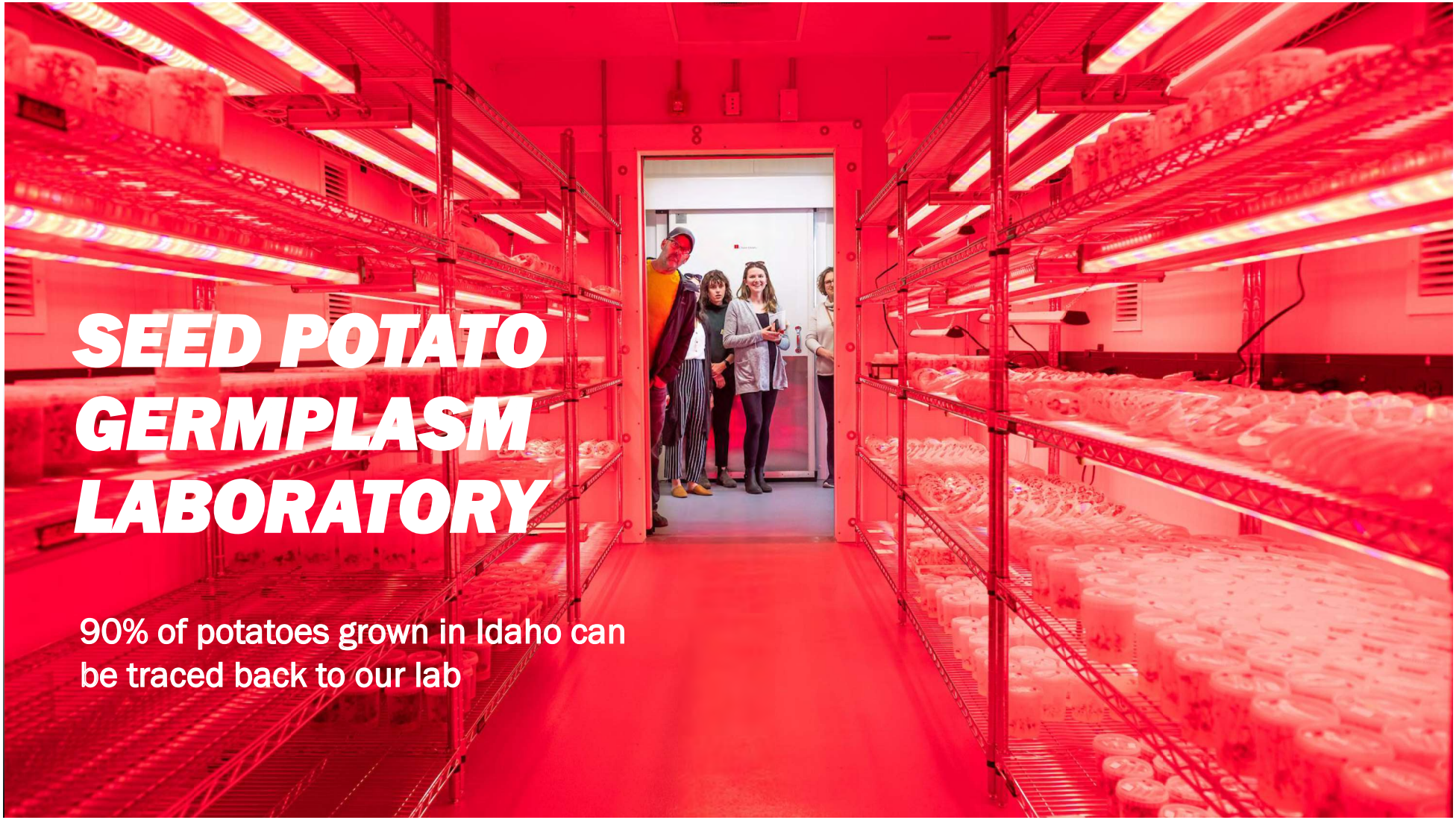
ENROLLMENT

- Largest freshman class since 2016
- Overall enrollment up 5%

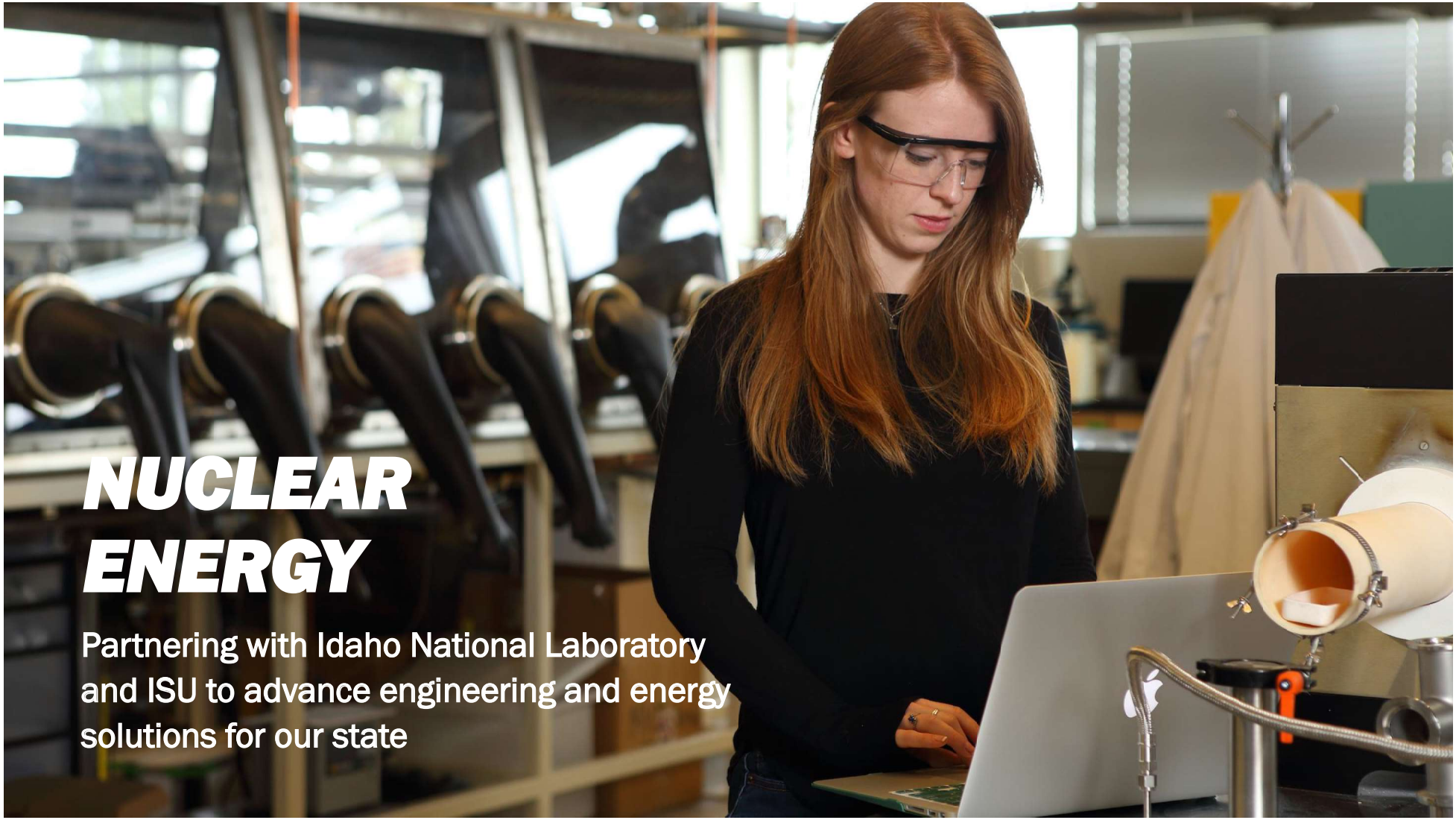
VANDAL
PROMISE
SCHOLARS

BEST
COLLEGES
U.S.News & WORLD REPORT
BEST VALUE SCHOOLS
2022
NO. 1
BEST VALUE
Public University in the West
– U.S. NEWS & WORLD REPORT

Check Point
THREATCLOUD
LIVE CYBER THREAT MAP
19,833,135 ATTACKS ON THIS DAY
NATIONAL CENTERS OF ACADEMIC EXCELLENCE IN CYBERSECURITY
NATIONAL SECURITY AGENCY
UNITED STATES OF AMERICA
CYBERSECURITY
One of the original National Centers of Excellence in Cyber Defense


SEED POTATO GERMPLASM LABORATORY
90% of potatoes grown in Idaho can be traced back to our lab

DEEP SOIL ECOTRON LABORATORY
$18.9 million grant from National Science Foundation to fund innovative research on soil at depths up to 10 feet
FUNDAMENTAL BIOLOGY
CLIMATE CHANGE
SUSTAINABLE, CLIMATE SMART SOILS.
CARBON SEQUESTRATION
CUTTING EDGE TECHNOLOGY
DEEP SOIL ECOTRON
NSF
University of Idaho
University of Hawai'i Mānoa
Pacific Northwest National Laboratory
NDSU
UW
University of Delaware
University of Colorado Boulder


NUCLEAR ENERGY
Partnering with Idaho National Laboratory and ISU to advance engineering and energy solutions for our state

IDAHO INBRE NETWORK
U of I leads biomedical research and education collaboration with public, private universities and colleges and the Idaho Veterans Research and Education Foundation

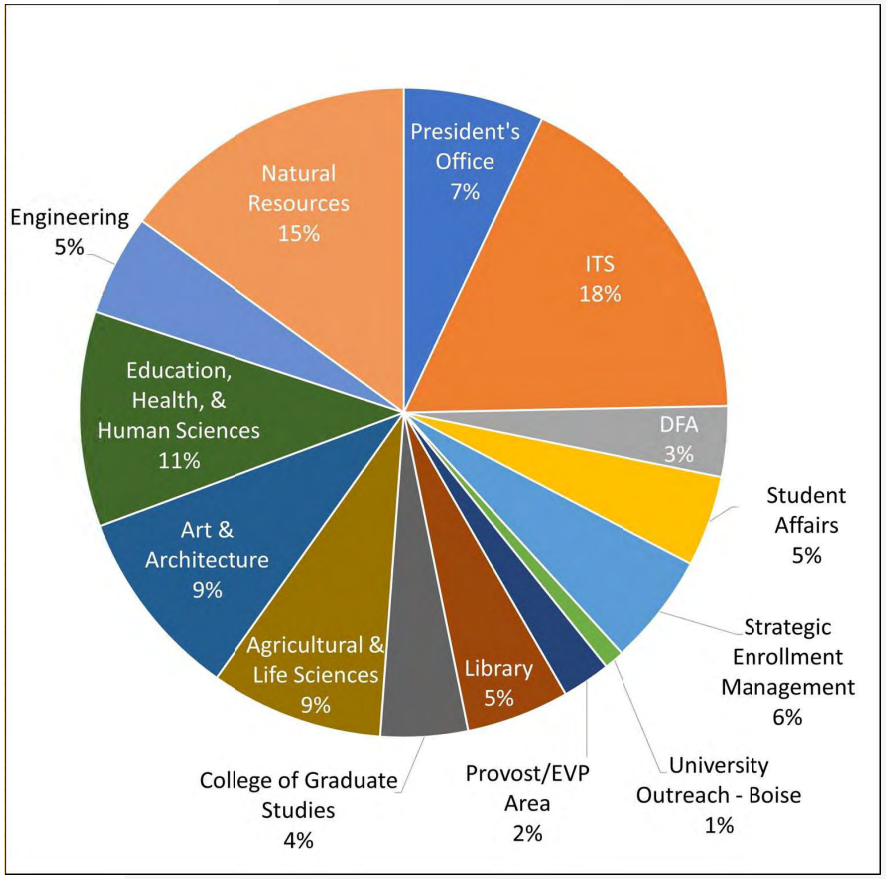
TELLING
OUR STORY
University of Idaho
MADE
IDAHO
4X4

4-H PROGRAMS
More than 60,000 Idaho youth
served through programs in 2021

UI EXTENSION

SERVING ALL 44 COUNTIES

VANDAL HYBRID BUDGET MODEL



FY23 General Education Budget Allocations

Info Technology Services	18%
Natural Resources	15%
Ed, Health & Human Sciences	11%
Art & Architecture	10%
Ag & Life Sciences	9%
President's Office	7%
Strategic Enrollment Mgmt	6%
Engineering	5%
Library	5%
Student affairs	5%
Graduate Studies	4%
Provost/Executive VP	2%
University Outreach	1%

PROGRAM PRIORITIZATION

- Currently in final stages of program prioritization implementation
- 8 students remain in our materials science program

BRAVE. BOLD.
A PROMISE TO
IDAHO'S STUDENTS

University of Idaho

THANK YOU FOR YOUR SUPPORT

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television (IPTV) Annual Report

REFERENCE

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

Jeff Tucker, General Manager of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation
Attachment 2 – IPTV 10-Year Capital Plan
Attachment 3 – IPTV FAQ

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Public Television serves as a provider of high quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

Due to the timing around the previous General Manager's retirement and Jeff Tucker's promotion to the General Manager position, the Board did not receive an annual update in 2021. Idaho Public Television's annual report to the Board is now scheduled for April of each year.

BOARD ACTION

This item is for informational purposes only.

IDAHO PUBLIC TELEVISION PBS

Agency Overview

Jeff Tucker

Idaho State Board of Education

IDAHO PUBLIC TELEVISION PBS

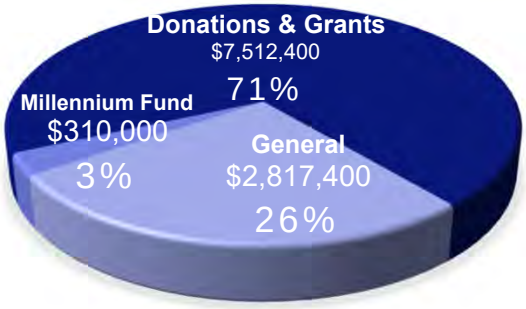
FRIENDS OF IDAHO PUBLIC TELEVISION

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.

IdahoPTV Budget FY 2023

State General Funds

- 14 Positions
- Deliver content to nearly every Idaho household
- Military Partnership for Microwave Connectivity
- Emergency Alerts
- Idaho in Session Broadcast



Millennium Funds

- Anti-Vaping/Smoking for Teens and Tweens

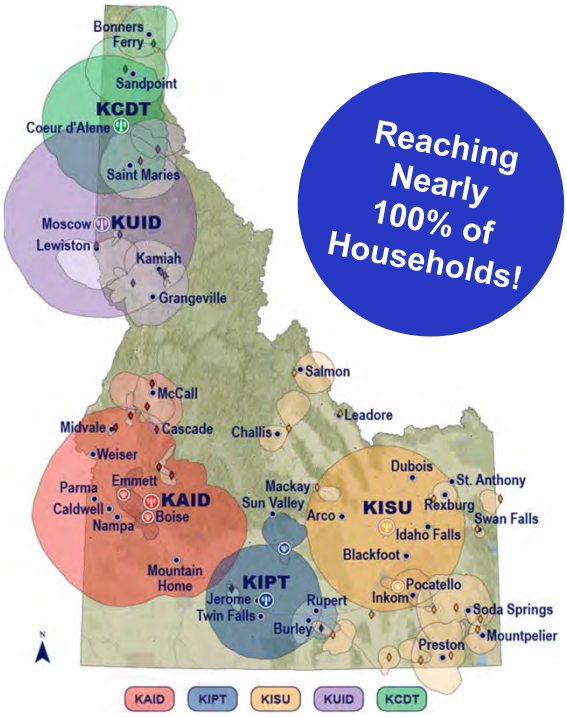
Total SFY 2023
$10,639,800

Continuously Appropriated Private Funds

- 56.48 Positions, Plus Part Time
- Limited Service Positions to Cover Additional Work
- Educational Outreach
- National Programming
- Local Productions
- Workforce Development and Civic Literacy
- Digital Content Focus

Continuing Our Tradition

- Update Network and Expand to Emerging Platforms
  - 10-Year Infrastructure Plan
  - Public Safety Focused
- Enhance and add to Local Production
  - Viewer and Donor Driven with Digital Platform Focus
  - Media and Civic Literacy
  - Work Force Development
  - Art Series
- Build on Educational Initiatives
  - Increase Partnerships
  - Expand Areas Served



Reaching Nearly 100% of Households!

IDAHO PUBLIC TELEVISION PBS

IDAHO PLUS WORLD CREATE KIDS

- 5 Transmitters
- 46 Translators
- Studios in Each Region
- Feed Cable and Satellite Services
- Emergency Alerts
- Public Safety Communications

Broadcast and Online

1,000,000 watch a month*, 42% watch via an antenna**

Broadcast and Cable Television 64%

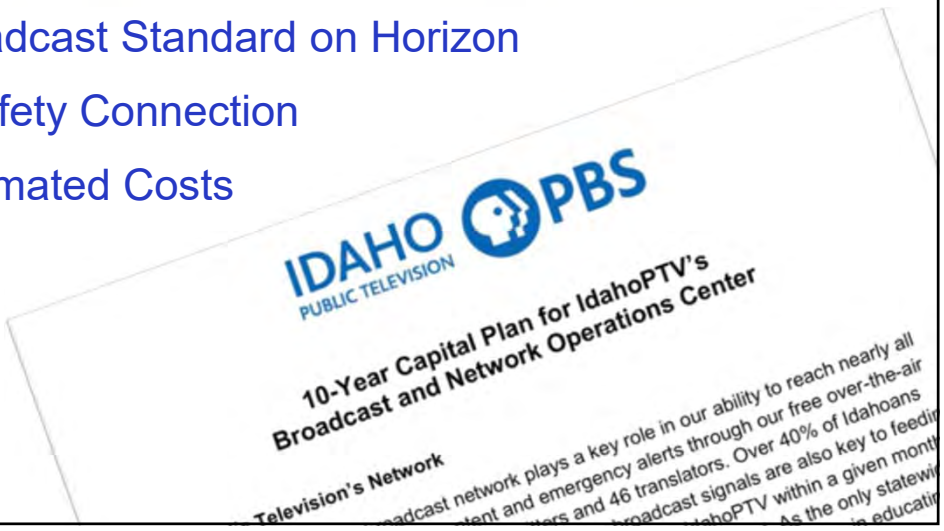
Online 24%

ON DEMAND GET IT ON Google Play Download on the App Store android Roku tv androidtv amazon fireTV

Source: IPI survey 2021, January 2021 Nielsen Company

10-Year Infrastructure Plan

- Aging Equipment
- New Broadcast Standard on Horizon
- Public Safety Connection
- Total Estimated Costs


IDAHO PUBLIC TELEVISION PBS

10-Year Capital Plan for IdahoPTV's Broadcast and Network Operations Center

Television's Network

Something for Everyone

ANTIQUES ROADSHOW Discovering America's Hidden Treasures
PBS NEWSHOUR
AMERICAN MASTERS
FRONTLINE
NATURE
INDEPENDENT LENS
NOVA
MASTERPIECE
Cook's Country
AMERICAN EXPERIENCE
This Old House
GREAT PERFORMANCES
MOLLY of DENALI
SPLASH AND BUBBLES
DANIEL TIGER'S NEIGHBORHOOD
Let's Go Luna!
Curious George
Pinkalicious & Peterrific
XAVIER RIDDLE AND THE SECRET MUSEUM

What We're Known For

IDAHO EXPERIENCE

Idaho Public Television Outdoor Idaho Since 1983

Science TREK

IDAHO REPORTS

The Idaho DEBATES

Dialogue

AMERICAN GRADUATE GETTING TO WORK

cpb Corporation for Public Broadcasting

Resilience: Hope Lives Here

Award Winning Productions

81 International, National & Regional Awards

WORLDFEST HOUSTON

The Telly Awards

NATIONAL ACADEMY OF TELEVISION ARTS & SCIENCES NORTHWEST CHAPTER

isba Idaho State Broadcasters Association

Videographer Awards

IDAHO PRESS CLUB

FY 2021

PBS EDITORIAL STANDARDS & PRACTICES

IDAHO
REPORTS
idahoptv.org/idahoreports/

IDAHO
EXPERIENCE
5 Seasons
23 episodes

Understanding Each Other

IDAHO IN SESSION

The Idaho DEBATES

IDAHO REPORTS

PBS LearningMedia

PBS Media Literacy EDUCATOR CERTIFICATION by KQED

NOVA Misinformation Nation

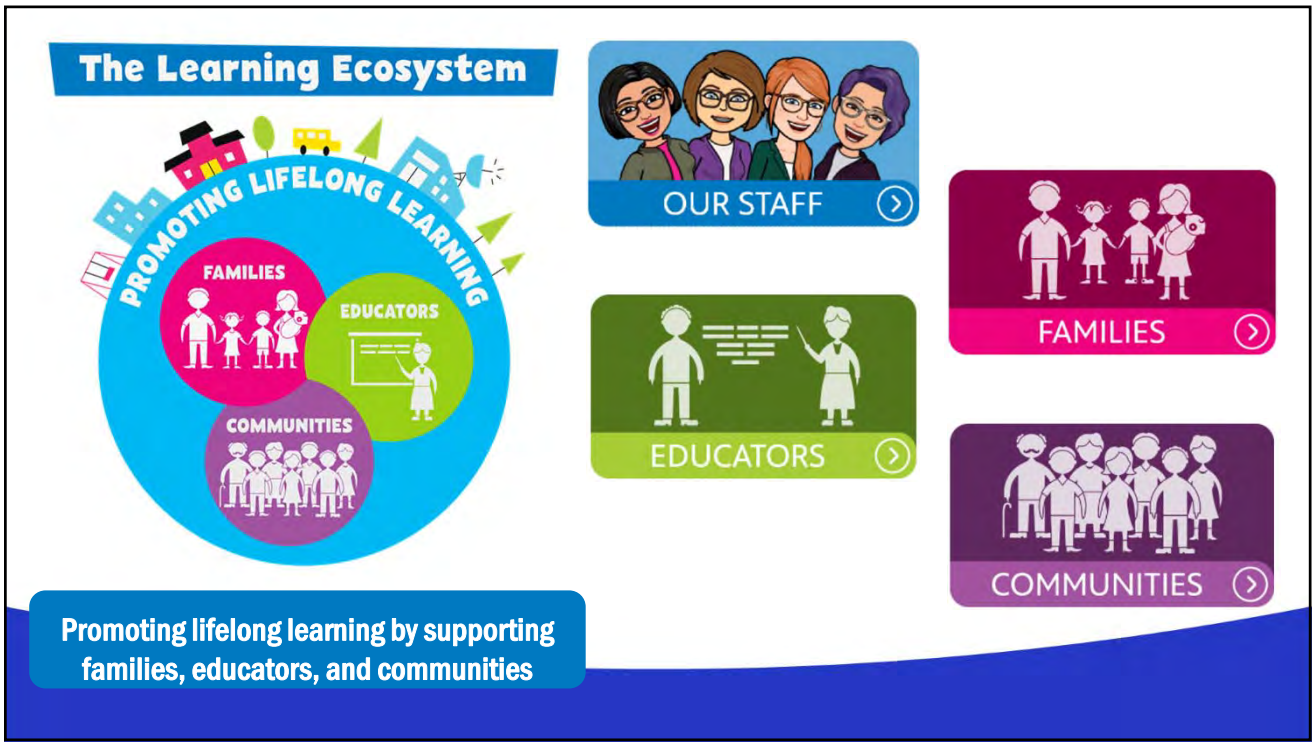
www.idahoptv.org/civility

Idaho. Listens
Boise State University Event
Fall 2022
IDAHO PUBLIC TELEVISION
PBS

IDAHO IN SESSION
Legislature Live
Governor Live
Judiciary Live
Special Events
142,000 Hours Viewed / 387,627 Times Viewed
A partnership of LSO, Legislature, Governor, Supreme Court & IdahoPTV
IDAHO PUBLIC TELEVISION
PBS
Operational funding provided by:
UNION PACIFIC FOUNDATION
BOISE STATE UNIVERSITY SCHOOL OF PUBLIC SERVICE
isba
ICBA
University of Idaho McClure Center for Public Policy Research
Additional Funding Provided By:
FRIENDS OF IDAHO PUBLIC TELEVISION Endowment
FY 2021

Educators & Parents Trust Us

- Teachers use PBS content more than any other source
- Parents trust PBS more than any other media brand
- PBS Kids is the #1 educational media brand
- Kids who engage with PBS Kids programming outscored those who didn't in math and literacy skills tests



Survey Says…

What is your **level of trust** of IdahoPTV?

93% agreed

a **great deal** or **somewhat**

PBS KIDS helps **prepare children** for success in school

71% of respondents

strongly or **somewhat agree**

2021 IPI Education Survey

Idaho Public Television
State Board of Education Annual Presentation-Outline
March 16, 2022

Organization/Name/Title
Quick Overview of IdahoPTV

- Entity under SBoE
- Mission
- Friends of Idaho Public Television 501(c)(3) charitable organization

Statewide Coverage
Viewership

- Online viewing has more than tripled in recent years but we expect to be broadcasting for a very long time to come
- Staff must continue to meet the needs of Idaho viewers in both worlds
- 60% Idahoans watch
- 42 using an antenna
- We see viewers and donors in every county
- 1,000,000 individual people watch in month
- In total there are over 8.5 million views our content

Major Initiatives

- Maintain Educational Initiatives, Increase Partnerships and Expand Areas Served
- Position Content on Existing and Emerging Platforms
- Enhance Local Productions
- Media Literacy and Civic Discourse Work

Budget

- For FY 2023 it's just over $2.8 million
- Continuous Appropriation for one year
- Will allow flexibility
- Private side will be approximately $7.5
- Plan to be transparent
- It amounts to $7.5 million

Education

Team
IdahoPTV Education Survey Results
Learning Ecosystem: supporting families, educators and communities

- **Families**
  - Brave, Strong and Resilient is a program for families
  - Collaboratives and preschools
  - Multiple collabs, American Falls, Pocatello, Marsing
  - Lincoln county community center preschool
- **Educators-**Tech Talk Tuesdays
- **Communities-**Storytime in a Box
- Since September 2021 the Education team has hosted approx. 44 events reaching almost 4000 people

Parents

- Parents have the freedom to choose which programs they watch together

- New campaign with broadcast promotion and website puts all the program descriptions and learning goals for PBS Kids programs in one place

Pandemic Response

- Covid-19 response in spring of 2020 through spring of 2021
- Launched Classroom Idaho, a broadcast service accessed for free over the air that connected Idaho students with certified Idaho teachers
- Lessons for grades K-6.
- 20,000 views of the content
- Continued to help educate with Local Content on PBS LearningMedia,

PBS LearningMedia and Local Productions

- Local content on PBS LearningMedia
- Idaho teachers write lesson plans for the site, using IdahoPTV content to teach a variety of concepts, from science to Idaho history
- Outdoor Idaho and Science Trek for STEM and Idaho Experience and Lewis and Clark for 4th grade history

Millennium Fund Anti-Vaping and Smoking Project

Local Production

New Art Series
Clips from Idaho Experience, Outdoor Idaho, Science Trek
Idaho in Session
Media and Civic Literacy

- Idaho Listens

Looking to the Future

- Continuous Appropriation
- 10 Year Capital Plan
  - ATSC 3.0 transition
  - Federal Grants and Private Funding

10-Year Capital Plan for IdahoPTV's Broadcast and Network Operations Center

Idaho Public Television's Network

Idaho Public Television's broadcast network plays a key role in our ability to reach nearly all Idahoans with local and national content and emergency alerts through our free over-the-air broadcasts from our network of five transmitters and 46 translators. Over 40% of Idahoans receive our signals via an over-the-air antenna. Our broadcast signals are also key to feeding cable and satellite providers. Almost 1 million people watch IdahoPTV within a given month, and in that same month viewers access over 8.5 million pieces of content. As the only statewide broadcaster and producer of local programming we play an essential function in educating citizens of current Idaho issues and its history.

IdahoPTV also plays a key role in helping to keep Idahoans safe and informed in the event of an emergency. The Emergency Alert System (EAS) is a national public warning system. The Federal Communications Commission (FCC) mandates that broadcasters provide the capability for the President to address the public during a national emergency and is commonly used by state and local authorities to deliver important emergency information including weather and AMBER Alerts.

Through a contractual agreement, we partner with the Idaho Military Division Public Safety Communication (IMD PSC) to purchase backbone digital microwave equipment on a 10-year cycle. The agreement allows us to use the needed bandwidth to get our signals around the state and saves the state millions of dollars in bandwidth costs. The network allows for IMD PSC to carry data for first responders and other state agencies.

A New Broadcasting Standard

In early 2000, the FCC established a plan for the mandatory transition of all television broadcasters to a new standard currently known as DTV, which allowed for high definition broadcasts as well as multiple channels for each channel. During this time there were grants to help with the purchase of transmitters, translators, and other network operations equipment to make this transition.

ATSC 3.0 (Advanced Television Systems Committee 3.0) or NextGen TV, is a new broadcasting standard that is currently being rolled out across the U.S. This broadcast system was designed from the ground up to improve the television viewing experience with higher audio and video quality, improved compression efficiency, robust transmission for reception on both fixed and mobile devices, and more accessibility, personalization and interactivity. In a relatively short period of time this is how all consumers will watch and interact with television programs.

A U.S.-based coalition known as the Advanced Warning and Response Network (AWARN) Alliance has advocated for the use of ATSC 3.0 features, including datacasting and digital

1455 North Orchard Street • Boise ID 83706 • FAX: (208) 373-7245 • (208) 373-7220
KAID BOISE • KCDT COEUR D'ALENE • KIPT TWIN FALLS • KISU POCATELLO • KUID MOSCOW

network interoperability, in order to provide an emergency alert system with support for embedded rich media and finer geo-targeting.

However, this time there is no mandate and no clear timeline established by the FCC. There are guidelines for broadcasters to share transmitters as the changeover occurs, and there is a defined timeline when both 1.0 and 3.0 transmitters must be simultaneously operated. Knowing that this new standard is coming, any new equipment that we purchase will need to broadcast in the current standard and be ready to transition to ATSC 3.0. Manufacturers are designing equipment in this fashion, and we will take advantage of this as we plan our upgrade strategy.

Transition Plan to ATSC 3.0

IdahoPTV's network of transmitters and translators have served Idahoans well over the years but the network is showing its age. Because of this we are building a 10-year capital replacement plan. We used documents published by the Corporation for Public Broadcasting (CPB) and PBS to gauge our equipment lifespan against industry standards. We have also been in contact with industry technology experts to verify our replacement cycle and equipment list.

Our research shows that much of the hardware that makes up the IdahoPTV network is past its usable life and needs replacing. Key pieces of the network that are at risk include:

- KAID, KIPT, KISU, and KUID transmitters were all purchased in December 2003, putting them at 18 years old. According to a 2002 PBS study, the useful life of a digital transmitter is 15 years.
- In early 2021, while requesting engineering support from the manufacturer, we were notified that amplifiers, low voltage and amplifier power supplies, as well as the transmitter control and monitoring system are no longer supported by the manufacturer and parts are no longer available.
- Each high-power transmitter not only services the city of license but is the hub for a multi-spoke translator network serving rural communities throughout the state. These systems are critical to maintaining licensed power and control as stipulated by the FCC.

We recently negotiated with a local Treasure Valley broadcaster who purchased a new transmitter to acquire their spare parts to keep KAID, KIPT, KISU and KUID transmitters going for a few more years. As we replace each transmitter the retired system will provide non-procurable parts for the other systems awaiting replacement. These are only temporary measures and will not remove the need for new transmitters.

KCDT, in Coeur d'Alene, has already undergone a replacement due to the channel relocation program. It was moved from channel 45 to channel 18. The license date was October of 2019. This system is ATSC 3.0 compatible.

For decades, IdahoPTV has worked with the Idaho Military Division Public Safety Communications (PSC), to acquire backbone statewide digital microwave equipment. This agreement saves the state millions of dollars in bandwidth costs for the life of the agreement. The purchase cycle, which is every 10 years, is built into this plan.

Realizing this is a large investment for the state of Idaho, we are planning to augment with private funding and private grants if available. Recently, with actions taken at the federal level, a new grant fund pool, like the one used to assist in purchasing equipment in the early 2000s, is being created to assist public television stations in making the transition to ATSC 3.0. It is likely that matching funds will be required. These different fund pools will offset reliance on the state general fund.

What follows is a simplified 10-year plan for our work. The estimated costs are list price and toward the higher end of the scale. The 10-year plan will fluctuate in time depending on funding levels. Additional funding covers facilities used by U of I and ISU schools of communication and other production capital assets.

Total estimated cost is $5 million

($5.4 million with additional funding for KUID, KISU studios)

2024 Replacement Capital: $669,000 ($796,000 with additional funding)

- $500,000 for KAID Transmitter
- $54,000 for 3 Translators
    - 45 units must be replaced to be ready for 3.0
    - could be deferred to 2025 to spread the overall spending
- $40,000 Engineering Vehicle
- $25,000 for IT Infrastructure
- $10,000 for KUID and KISU
- $40,000 Engineering Vehicle
- Additional Funding
    - $52,000 KISU and KUID
    - $75,000 Production Equipment-Boise

2025 Replacement Capital: $495,000 (with additional funding $635,000)

- $300,000 for KISU Transmitter
- $75,000 for 5 Translators
- $50,000 Test Equipment
- $30,000 for IT Infrastructure
- $40,000 Engineering Vehicle
- Additional Funding
    - $90,000 KISU and KUID
    - $50,000 Production Equipment-Boise

2026 Replacement Capital: $530,000 (with additional funding $617,000)

- $325,000 for KUID Transmitter
- $75,000 for 5 Translators
- $90,000 to expand channel playback system, which is underserved for the two time zones
- $40,000 Engineering Vehicle
- Additional Funding
    - $43,000 KISU and KUID
    - $44,000 Production Equipment-Boise

2027 Replacement Capital: $415,000 (with additional funding $469,000)

- $20,000 EAS
- $200,000 for KIPT Transmitter
- $75,000 for 5 Translators
- $80,000 Snow Cat for Northern Idaho
- $40,000 Engineering Vehicle
- Additional Funding
    - $44,000 KISU and KUID
    - $10,000 Production Equipment-Boise

2028 Replacement Capital: $515,000 (with additional funding $535,000)

- $75,000 for 5 Translators
- $400,000 State Microwave Infrastructure
- $40,000 Engineering Vehicle
- Additional Funding
    - $20,000 Production Equipment-Boise

2029 Replacement Capital: $575,000

- $100,000 Automation
- $75,000 for 5 Translators
- $400,000 State Microwave Infrastructure

2030 Replacement Capital: $523,500

- $75,000 for 5 Translators
- $400,000 State Microwave Infrastructure
- $18,500 UPS Batteries-Orchard Facility
- $30,000 Light Duty Tracked UTV (Ranger)

2031 Replacement Capital: $565,000

- $450,000 15 Channel Play to Air Server System
- $75,000 for 5 Translators
- $40,000 Studio to Transmitter Link (STL) or Other Internal Microwave System

2032 Replacement Capital: $505,000

- $350,000 1.0/3.0 Encoding System
- $75,000 for 5 Translators
- $40,000 STL or Other Internal Microwave System
- $40,000 Engineering Vehicle

2033 Replacement Capital: $214,000

- $54,000 for 3 Translators
- $40,000 Video Archive Server
- $40,000 STL or other Internal Microwave System
- $80,000 Snow Cat Eastern Idaho

IDAHO PUBLIC TELEVISION PBS

Trust and Viewership

IDAHO PUBLIC TELEVISION

Nearly 1 million unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in **8.5 million** monthly views. (Nielsen Research, TRAC Media)

Over **60%** of Idahoans regularly watch Idaho Public Television.

Viewership comes from every county in Idaho.

Of Idaho Public Television viewers, **42%** watch via over-the-air broadcast.

80% of Idaho Public Television viewers say that the value provided by Idaho Public Television to the community is excellent or good.
(2021 IPI viewer survey)

PBS 2021 TRUST SURVEY

For the 18th year in a row, Americans rank PBS and its member stations the most-trusted institution, above courts of law, commercial cable and broadcast television, newspapers, and streaming services.

A vast majority **(76%)** of respondents said they trust PBS "a great deal" or "somewhat" compared to other institutions.

86% agree that PBS stations provide an excellent value to communities. When asked if the funding for public broadcasting was adequate, nearly **90%** said funding was either about right or too little.

Programming

LOCAL PRODUCTIONS

Outdoor Idaho · IDAHO EXPERIENCE · Dialogue

Outdoor Idaho, Idaho Experience, and **Dialogue** showcase Idaho's history, culture, and scenic beauty.

IDAHO REPORTS

Idaho Reports goes beyond sound bites to provide thoughtful, nonpartisan coverage of the statehouse.

Science Trek teaches STEM concepts to grade school students and sees over **2.5 million** visits to its website each year.

Science TREK

Idaho Public Television has a long history of providing broadcast time and production support to independent filmmakers.

Independently produced programs include:
Hymns of Thanksgiving; University of Idaho Holiday Concert; A BYU-Idaho Christmas; Remembering Bear River; Some Lived: An Idaho POW's Story; and Ahead of Her Time: Women's Suffrage in Idaho.

RURAL PROGRAMMING

Idaho Public Television is proud to serve Idaho's rural communities with programs that explore recreation, agriculture, wildlife, and regional culture. These rural life programming blocks feature programming from Utah, Wyoming, Nevada, Oregon, Montana, and North and South Dakota.

Federal Funding Statistics

Americans rate PBS highly in terms of value for tax dollars. PBS ranks high in terms of taxpayer value, with **69%** of respondents calling it a "good" or "excellent" value, falling only behind the country's military defense (77%) and oversight of food and drug safety (73%). PBS rated higher on this measure than other taxpayer-funded benefits such as Social Security (61%), agriculture subsidies (60%), infrastructure (59%) and environmental protection (52%).

Public Safety

Idaho Public Television plays a key role in helping to keep Idahoans safe and informed in the event of an emergency.

THE EMERGENCY ALERT SYSTEM

FCC mandates ability to broadcast Presidential emergency alerts. All broadcasters can also participate in statewide emergency alerts for Amber Alerts, weather and natural disasters.

Presidential address during national emergencies, weather alerts, and Amber Alerts as mandated by the FCC.

Idaho Public Television has and will continue to make its studio and transmission capabilities available to state officials in case of these emergency situations.

Idaho Public Television's network operations and broadcasting system is highly complex and capital intensive.

Education

GUIDING PRINCIPLES

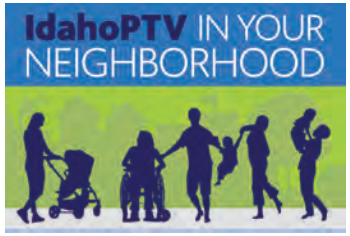
At Idaho Public Television we believe parents should nurture and direct their children's learning as they see fit. We understand the arguments brought up last year and have read HB377. Nothing in our resources forces parents or children to adopt, affirm, or adhere to any beliefs.

NEW WEBSITES ENCOURAGE PARENTAL CHOICE

Idaho Public Television Parents puts program descriptions, learning goals, activities, and discussion questions for PBS KIDS programs in one place, allowing parents to customize their child's learning based on their goals and priorities.

IdahoPTV.org/parents

On the In Your Neighborhood website, parents and educators share how they use PBS KIDS and Idaho Public Television educational material- whether in public, private or homeschool settings- demonstrating ways you can take charge of your child's learning.



IdahoPTV.org/neighborhood

IdahoPTV_InfoBrochure_021622

LOCAL CONTENT ON PBS LEARNINGMEDIA

Each year, Idaho teachers write lesson plans based on Idaho Public Television science and history content, which teachers and students around the country can access on PBS LearningMedia, a free website for PreK-12 educators and students containing thousands of digital resources aligned to national and Idaho state standards.

RESILIENCE: HOPE LIVES HERE

We produced the nationally distributed documentary **Resilience: Hope Lives Here,** which focuses on *Adverse Childhood Experiences*.

CLASSROOM IDAHO

In spring 2020, when schools across Idaho moved to distance learning in response to the COVID-19 pandemic, we launched **Classroom Idaho.** Thousands of Idaho students without internet access and/or devices viewed lessons for grades K-6 created and presented by certified Idaho teachers and broadcast over the air.

WORKFORCE DEVELOPMENT

As part of the **American Graduate** initiative, Idaho Public Television worked closely with Idaho Workforce Development Council and the State Board of Education to produce content that highlights pathways to high-skill, in-demand jobs, focusing on two-year degrees, apprenticeship programs, and certifications. Each year for the past three years we devoted up to **240 hours** of broadcast airtime to segments highlighting these pathways.

PBS KIDS AND IDAHO PUBLIC TELEVISION EDUCATION STATISTICS

PBS KIDS is the **#1 educational media brand for children**, compared to a host of other children's media providers, including Disney+, Disney Channel, Netflix, and Nick Jr.

(Marketing & Research Resources Inc., February 2020)

81% of parents agreed that PBS KIDS is the most trusted and safe source for children to watch television and play digital games and mobile apps. The brand outranked other choices such as Disney+ (77%), Nick Jr. (73%) and Disney Channel (71%).

(Marketing & Research Resources Inc., February 2020)

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

REFERENCE

April 2021 The Board received IDLA's annual report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a statewide virtual school providing Idaho students and school districts with greater access to a diverse assortment of courses and opportunities. IDLA was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and all Idaho school districts. Rigorous online courses delivered by highly qualified Idaho faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry and Idaho's workforce.

IMPACT

Idaho Digital Learning Academy served approximately 61,579 enrollments for 2020-2021, which is a 92% increase from 2019-2020 as districts leaned on online options during the pandemic. 95% of high schools in Idaho participated in 2020-2021. The number one reason for taking Idaho Digital Learning Academy courses shifted to "Online Course Preference" with "Classes not offered locally" taking the second position. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Idaho Digital Learning Academy is accredited through Cognia Accreditation.

ATTACHMENTS

Attachment 1 – Fee Policy
Attachment 2 – Acceptable Use Policy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Digital Learning Academy (IDLA) was established by the legislature in in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the IDLA was created as "a public school-choice learning environment which joins the best technology with the best instructional practices. The IDLA as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the State of Idaho, or of the departments prescribed in Section 67-2402, Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts." The IDLA is further defined in Section 33-5505, Idaho Code as follows:

(3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcripted by students' school of attendance.

BOARD ACTION

This item is for informational purposes only.

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy *(AUP)*

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

Idaho Digital Learning Academy Rights and Responsibilities

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Alliance courses or sites.

- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.

- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting

district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Alliance.

IDAHO DIGITAL LEARNING ALLIANCE

IDAHO DIGITAL LEARNING ACADEMY FEE POLICY

Fees for Idaho Digital Learning Academy: The fee schedule for 2021 -2022 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is $75 for Idaho students.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

In collaboration with Idaho Digital Learning Academy, School Districts shall assist students with the obtainment of college credit, examinations, and materials such as textbooks (see Textbooks section in District MOU).

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Alliance's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for information and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Custom Session Fee Structure:

Total number of Students in the Section	Standard Cohort Courses & Credit Recovery Courses	AP and DC Courses	Hybrid (with live instruction)	Select Middle School Courses: Keyboarding, Pathways, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers (8 unit / 4 unit)	K-5 ELA & Math Launch Pad
Minimum of 12 students	$900	$900	$1500 minimum of 20 students	$360 / $180	$360
13 - 25	$75 each	$0 additional	$75 each	$30 / $15 each	$30
26 +	$60 each	$0 additional	$60 each	$30 / $15 each	$30

All Custom Sessions require a minimum of 12 students (20 for Hybrid). Any course requested and implemented through the Idaho Digital Learning Academy Custom Session program will incur costs based on the following fee structure:

Standard Cohort Courses & Credit Recovery Courses
$900: 12 students
$75/each: 13 - 25 students
$60/each: 26 or more students

AP or DC Courses
$900: flat fee for 12 - 30 students
Enrollments above 30 may require two sections and two flat fees

Hybrid Courses (2 days live instruction per week)
$1500: 20 student minimum
$75/each: 13 - 25 students
$60/each: 26 or more students

Credit Recovery Course:
$900: 12 students
$75/each: 13 - 25 students
$60/each: 26 or more students

Select Middle School Courses:
8th Grade Career Exploration, Computer Science Discoveries, Keyboarding, Pathways to Success, and STEM Careers

$360: flat fee for 8 unit, 12 students
$30/each: 8 unit version of courses listed above

$180: flat fee for 4 unit, 12 students
$15/each: 4 unit version of courses listed above

Reduced Fee Courses:
Idaho Digital Learning Academy offers select courses at a reduced rate.

Reduced Fee	Courses
$60 per enrollment	Kindergarten ELA, Kindergarten Math 1st Grade ELA, 1st Grade Math 2nd Grade ELA, 2nd Grade Math 3rd Grade ELA, 3rd Grade Math 4th Grade ELA, 4th Grade Math 5th Grade ELA, 5th Grade Math

$30 per enrollment	3rd Grade Science & Social Studies 4th Grade Science & Social Studies 5th Grade Science & Social Studies 8th Grade Career Exploration Computer Science Discoveries - Middle School Keyboarding - Middle School Pathways to Success - Middle School STEM Careers - Middle School
$15 per enrollment	8th Grade Career Exploration (4 unit) Computer Science Discoveries - Middle School (part 1) Computer Science Discoveries - Middle School (part 2) Keyboarding - Middle School (4 unit) Pathways to Success - Middle School (4 unit) STEM Careers - Middle School (4 unit)

Idaho Digital Learning Academy reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Academy Refund Policy

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.

All cohort sessions:

- **6, 10, 12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
- **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.

Flex sessions:

- The drop deadline for all flex classes is 14 days after the student gains course access.
- If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.

After the drop deadline: A withdraw (W) option is available to students until the final day of courses. A Grade of W or a percentage grade is reported after the drop deadline, and the full fee will be invoiced to the district.

Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.

SUBJECT

2022 Legislative Update

REFERENCE

June 2021	The Board approved legislative ideas for the 2022 legislative session.
August 2021	The Board approved legislative proposals for the 2022 legislative session.
February 2022	The Board received an update on the education or agency related legislation that had been introduced to date and an update on the Board's administrative rules and where they were in the process. The Board voted to take a position on four introduced bills and two pieces of proposed legislation.
March 3, 2022	The Board received an update on recent legislative activities.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through responsibilities 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. Section 33-107(5)(b), Idaho Code, specifically charges the Board with the responsibility to "Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation."

The Board approved three pieces of legislation that passed, HB 506 (2022) Armed Forces/Peace Officer Scholarship, HB 685 (2022) Postsecondary Credit Scholarship, and SB 1247 (2022) Career Technical School Eligibility. Of these, one bill, HB 506 (2022) will require additional clarification regarding the Social Security Administration's disability determination and Veterans Administration disability determination in regard to totally and permanently disabled.

HB 654 (2022) will allow individuals who are licensed professional counselors or licensed professional clinical counselors to serve as school counselors. While not necessarily required, it is anticipated IDAPA 08.02.02 will be amended to include language regarding these two types of counselors, similar to the existing language regarding social workers who are also able to serve as school counselors under the same section of code.

HB 656 (2022) allows for the placement of teachers from out state being placed on the career ladder based on years of experience when that experience is equivalent to that of Idaho instructional staff.

HB 716 (2022) referencing specific versions of the mathematics, English language arts, science content standards and the initial standards for professional school personnel replace versions previously approved by the Board and incorporated by reference into IDAPA 08.02.02. The way these new versions of standards have been added to statute will make them effective July 1, 2022. In order to comply with the federal Elementary Secondary Education Act accountability requirement, the ISAT will have to be evaluated for alignment with the new version of the standards. Unlike changes to the initial standards for professional school personnel in the past, the new standards included in HB 716 (2022) will take effect July 1, 2022, at which time educator preparation programs will be required to meet them as applicable to the type of program and certification area.

HB 718 (2022) requires participants in the WWAMI and University of Utah medical education programs to enter into contracts to practice in Idaho for limited number of years or reimburse the program. The service requirements go into effect for students matriculating in fall of 2023.

HB 790 (2022) amends distribution methodology to school districts of the funds appropriated for providing literacy intervention. The new methodology moves from distributing funding to schools based on a three year rolling average of the number of students who are identified as not at grade level during the fall administration of the statewide reading assessment (Idaho Reading Indicator) to a methodology that distributes the appropriation where 50% is distributed based on the number of students enrolled in the school in kindergarten through grade three and 50% based on the number of kindergarten through grade 3 students who move a full level or who are proficient from the spring-to-spring administration of the statewide ready assessment in the prior fiscal year. Additional amendments remove the reference tying these funds to literacy intervention for students in only kindergarten through grade three. Additionally, while this funding does not expand funding for optional kindergarten to all students, funding may be used to provide full day kindergarten to students in need of literacy intervention.

SB1255 (2022) creates the Empower Parents program. This program will be administered by the Board Office. Board staff are working with state Division of Purchasing to work through the state procurement process to identify a vendor for administration of the program. Additional rulemaking may be needed to clarify equivalent experience.

SB 1290 (2022) creates the Rural Teacher Incentive Program, this program is limited by the annual appropriation. Board staff is working on bringing forward Board policy on the administrative of the program.

SB 1399 (2022) transfers the Extended Employment Services program from the Division of Vocational Rehabilitation to the Department of Health and Welfare.

Of the pending education rules approved by the Board and considered by the legislature, the majority of the rules were excepted as submitted. The exceptions are the rejection of the standards reference in HB 716 (2022), the senior math requirement, and including chronic absenteeism in the accountability framework.

IMPACT

This update provides the Board with the final status of 2022 introduced education related legislation and any new programs the Board office will be responsible for.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Any Board policies or administrative rules that are impacted by legislation based during the 2022 Legislative Session will be brought back to the Board through the applicable process for Board consideration. Board staff will be available to answer additional questions the Board may have on any of the legislation listed in Attachment 1.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Bill No	Description	Last Action	Note
H0443	Ed, leadership premiums, insurance	01/24/2022 – House - **PASSED - 55-14-1** 02/03/2022 – Senate - **PASSED - 32-3-0** 02/08/2022 House - Reported **Signed** by Governor on February 8, 2022	DEPARTMENT OF ADMINISTRATION – Adds to existing law to create the Public School Health Insurance Fund.
H0444	Coronavirus, immunity, sunset	01/31/2022 House - **PASSED - 70-0-0** 02/21/2022 Senate - **PASSED - 32-1-2** 02/24/2022 House - Reported **Signed** by Governor on February 24, 2022	CORONAVIRUS LIMITED IMMUNITY ACT – Amends 2021 session law to extend a sunset date to July 1, 2023.
H0461	Scholarships, armed forces	02/09/2022 House - **PASSED**: **67-0-3** 02/28/2022 Senate – **PASSED - 33-0-2** 03/08/2022 House - Reported **Signed** by Governor on March 8, 2022	EDUCATION – Amends existing law to revise eligibility requirements for Armed Forces and Public Safety Officer Scholarships. **Board may adopt rules. Look at Board policy on residency requirements.**
H0463	Public works projects, costs	02/23/2022 House - **PASSED - 68-0-2** 03/02/2022 Senate - **PASSED - 33-0-2** 03/17/2022 House - Reported **Signed** by Governor on March 17, 2022	DEPARTMENT OF ADMINISTRATION – Amends existing law to increase the authorized limitation for public works projects. **Effective 03/17/2022**
H0506	Scholarships, armed forces	02/09/2022 House - **PASSED - 66-0-4** 02/16/2022 Senate - **PASSED - 33-0-2** 03/07/2022 House - Reported **Signed** by Governor on March 7, 2022	Education – Amends existing law to provide that for purposes of the Armed Forces and Public Safety Officer Scholarships, a member of the armed forces will be considered totally and permanently disabled if the disability determination is made or recognized by the Idaho Division of Veterans Services. **Board may adopt rules.**
H0555	PERSI, reemployment	02/25/2022 House – **PASSED – 66-0-4** 03/22/2022 Senate - **PASSED - 35-0-0** 03/25/2022 House Reported **Signed** by Governor on March 24, 2022	PERSI – Amends, adds to, and repeals existing law to provide for the contribution rates and reemployment of school members.
H0594	State employees	02/23/2022 House - **PASSED - 68-0-2** 03/14/2022 Senate – **PASSED - 34-0-1**	HUMAN RESOURCES DIVISION – Amends and repeals existing law to provide for consistency of terminology with respect to state employees

		03/22/2022 House - Reported **Signed** by Governor on March 22, 2022	
H0634	Approp, pub schls teachers, addl	02/21/2022 House – **PASSED - 51-17-2** 02/28/2022 Senate - **PASSED - 32-1-2** 03/07/2022 House - Reported **Signed** by Governor on March 7, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers and Division of Children's Programs for fiscal year 2022. **Effective 03/07/2022**
H0650aS	Curricular materials adoption cmtes	02/28/2022 House - **PASSED - 45-23-2** 03/18/2022 Senate - **PASSED - 30-4-1** 03/22/2022 House – **PASSED – 56-9-5** 03/28/2022 House - Reported **Signed** by Governor on March 28, 2022	SCHOOL DISTRICT TRUSTEES – Amends existing law to revise provisions regarding curricular materials adoption committees.
H0654	School counselors, professional	02/24/2022 House - **PASSED - 68-0-2** 03/10/2022 Senate - **PASSED - 35-0-0** 03/22/2022 House - Reported **Signed** by Governor on March 22, 2022	EDUCATION – Amends existing law to authorize certain professionals to work as school counselors. **Board shall adopt rules (existing). May need additional clarification.**
H0656	Career ladder	02/24/2022 House - **PASSED - 68-0-2** 03/02/2022 Senate - **PASSED - 35-0-0** 03/21/2022 House - Reported **Signed** by Governor on March 21, 2022	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified. **Board shall promulgate rules (existing). May need clarification for out of state teachers.**
H0682	Election zones, boundary changes	03/11/2022 House – **PASSED – 66-0-4** 03/23/2022 Senate – **PASSED - 35-0-0** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	ELECTIONS – Adds to existing law to require notification of boundary changes for election zones, districts, and subdistricts. Districts must notify county clerks within 30 days of any trustee zone boundary change.
H0685	Postsecondary credit scholarship	03/03/2022 House - **PASSED - 67-0-3** 03/21/2022 Senate - **PASSED – 35-0-0** 03/23/2022 House - Reported **Signed** by Governor on March 23, 2022	EDUCATION – Amends existing law to revise provisions regarding the postsecondary credit scholarship. Replaces HB 505. **May promulgate rules. Remove competitive language from rule.**

ATTACHMENT 1

H0711	Approp, public television, orig	03/03/2022 House - **PASSED - 44-26-0** 03/14/2022 Senate - **PASSED - 26-8-1** 03/21/2022 House - Reported **Signed** by Governor on March 21, 2022	APPROPRIATIONS – IDAHO PUBLIC TELEVISION – Relates to the appropriation to Idaho Public Television for fiscal year 2023.
H0716	Education, content standards	03/07/2022 House - **PASSED - 66-3-1** 03/21/2022 Senate - **PASSED – 34-1-0** 03/23/2022 House - Reported **Signed** by Governor on March 23, 2022	EDUCATION – Adds to existing law to provide for the adoption of initial certification and content standards prepared by 2020-2021 work groups. Codifies version of "standards for the initial certification of professional school personnel" dated February 24, 2025 until sunset on June 30, 2027. **Remove reference from IDAPA 08.02.02.** Codifies ELA, mathematics, and science content standards to versions dated January 3, 2022, expiring June 30, 2027. **Remove reference from IDAPA 08.02.03.**
H0718	Med school, out of state, contract	03/07/2022 House - **PASSED - 54-15-1** 03/23/2022 Senate - **PASSED - 17-17-1** 03/28/2022 House - Reported **Signed** by Governor on March 28, 2022	EDUCATION COMMITTEE HIGHER EDUCATION – Adds to existing law to provide that students who attend medical school through the WWAMI program or who are in an Idaho slot at the University of Utah shall commit to practicing in Idaho or reimburse the state for supporting the student's medical education. **Requires Contracts for services or reimbursement for students matriculating in the WWAMI or U of U program in Fall of 2023.**
H0725	Approp, edu bd, charter com, orig	03/07/2022 House - **PASSED - 69-0-1** 03/16/2022 Senate - **PASSED - 35-0-0** 03/22/2022 House - Reported **Signed** by Governor on March 22, 2022	APPROPRIATIONS – PUBLIC CHARTER SCHOOL COMMISSION – Relates to the appropriation to the Public Charter School Commission for fiscal year 2023.
H0731	Dyslexia interventions	03/08/2022 House - **PASSED - 64-0-6** 03/21/2022 Senate - **PASSED – 35-0-0** 03/23/2022 House - Reported **Signed** by Governor on March 23, 2022	EDUCATION – Amends and adds to existing law to establish provisions regarding certain dyslexia interventions. (No rulemaking authority)
H0743	Approp, STEM action center, orig	03/10/2022 House - **PASSED - 62-8-0** 03/16/2022 Senate - **PASSED - 35-0-0** 03/22/2022 House - Reported **Signed** by Governor on March 22, 2022	APPROPRIATIONS – STEM ACTION CENTER – Relates to the appropriation to the STEM Action Center for fiscal year 2023.
H0759	Approp, edu bd, comm college, orig	03/14/2022 House - **PASSED - 60-8-2** 03/17/2022 Senate – **PASSED - 33-0-2;** 03/22/2022 House - Reported **Signed** by	APPROPRIATIONS – COMMUNITY COLLEGES – Relates to the appropriation to the State Board of Education for Community Colleges for fiscal year 2023.

		Governor on March 22, 2022	
H0776	Approp, edu bd, college univ, orig	03/16/2022 House - **PASSED - 46-22-2** 03/21/2022 Senate - **PASSED – 30-5-0** 03/23/2022 House - Reported **Signed** by Governor on March 23, 2022	APPROPRIATIONS – COLLEGE AND UNIVERSITIES – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal years 2022 and 2023.
H0779	Approp, perm bldg fund, orig	03/22/2022 House – **PASSED – 47-23-0** 03/24/2022 Senate - **PASSED – 32-2-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF ADMINISTRATION – PERMANENT BUILDING FUND – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal years 2022 and 2023. Including projects for ISU, CWI, CSI, CEI, NIC, and UI. **Effective 03/25/22**
H0788	Approp, pub schls children's, orig	03/24/2022 House – **PASSED – 47-21-2** 03/25/2022 Senate – **PASSED – 27-2-6** 03/28/2022 House - Reported **Signed** by Governor on March 28, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – CHILDREN'S PROGRAMS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2023.
H0789	Approp, edu department, orig	03/22/2022 House - **PASSED – 51-18-1** 03/24/2022 Senate - **PASSED – 31-3-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF EDUCATION – Relates to the appropriation to the Department of Education for fiscal year 2023.
H0790	Literacy, levies	03/21/2022 House - **PASSED – 40-29-1** 03/23/2022 Senate - **PASSED - 31-3-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	EDUCATION – Amends and adds to existing law to provide funding for literacy intervention, to provide for a ballot disclosure on the purposes levy funds will be used for at an election to authorize a supplemental levy, and to provide that supplemental levy revenues may be used only for the purposes identified in the disclosure. (No rules)
H0791	Approp, perm bldg fund, add'l	03/21/2022 House - **PASSED: - 38-31-1** 03/23/2022 Senate - **PASSED - 25-10-0** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF ADMINISTRATION – PERMANENT BUILDING FUND – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal year 2022.
H0792	Approp, pub schls admin, orig	03/21/2022 House - **PASSED – 51-17-2** 03/23/2022 Senate - **PASSED - 32-2-1**	APPROPRIATIONS – PUBLIC SCHOOLS – ADMINISTRATORS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2023 and fiscal year 2022. **Effective 03/25/22**

		03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	
H0793	Approp, pub schls teachers, orig	03/21/2022 House - **PASSED – 65-4-1** 03/23/2022 Senate - **PASSED - 34-0-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – TEACHERS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2023.
H0794	Approp, pub schls deaf blind, orig	03/21/2022 House - **PASSED - 68-1-1** 03/23/2022 Senate - **PASSED - 34-0-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND – Relates to the appropriation to the Public Schools Educational Support Program's Division of Educational Services for the Deaf and the Blind for fiscal year 2023 and fiscal year 2022
H0795	Approp, pub schls cntrl srvs, orig	03/21/2022 House – **PASSED – 56-13-1** 03/23/2022 Senate - **PASSED - 33-2-0** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – CENTRAL SERVICES DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Central Services for fiscal year 2023.
H0796	Approp, pub schls facilities, orig	03/21/2022 House – **PASSED – 67-1-2** 03/22/2022 Senate - **PASSED - 35-0-0** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – FACILITIES DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Facilities for fiscal year 2023.
H0797	Approp, pub schls operations, orig	03/21/2022 House - **PASSED – 57-11-2** 03/23/2022 Senate - **PASSED - 32-3-0** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – OPERATIONS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Operations for fiscal year 2023 and for fiscal year 2022. **Effective 03/25/22**
H0798	Public sch staff, admin, salaries	03/24/2022 House - **PASSED – 67-0-3** 03/24/2022 Senate – **PASSED – 34-0-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	EDUCATION – Amends existing law to revise the base salary for school administrators and classified staff, and to clarify the use of funds for classroom technology. Includes emergency clause to take effect in FY 22, however, amount does not increase until July 1, 2022. **Effective 03/25/22**
H0799	Approp, edu bd, career tech, orig	03/24/2022 House - **PASSED – 65-2-3**	APPROPRIATIONS – CAREER TECHNICAL EDUCATION – Relates to the appropriation to the Division of Career

		03/24/2022 Senate – **PASSED** – **34-0-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	Technical Education for fiscal year 2023 and fiscal year 2022. **Effective 03/25/22**
H0804	Approp, edu department, add'l	03/24/2022 House - **PASSED - 58-10-2** 03/24/2022 Senate – **PASSED - 34-0-1** 03/28/2022 House - Reported **Signed** by Governor on March 28, 2022	APPROPRIATIONS – DEPARTMENT OF EDUCATION – Relates to the appropriation to the Department of Education for fiscal year 2023.
H0805	Approp, pub schls teachers, add'l	03/24/2022 House - **PASSED - 68-0-2** 03/24/2022 Senate - **PASSED - 34-0-1** 03/25/2022 House - Reported **Signed** by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – TEACHERS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2023.
H0807	Approp, pub schls, add'l	03/24/2022 House - **PASSED - 52-17-1** 03/24/2022 Senate – **PASSED - 34-0-1** 03/30/2022 House - Reported **Signed** by Governor on March 30, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program for the Divisions of Administrators and Operations, and to the Idaho Legislature for fiscal year 2023.
H0809	Approp, edu bd, office orig FY23	03/24/2022 House – **PASSED - 46-22-2** 03/25/2022 Senate – **PASSED** – **28-3-4** 03/28/2022 House - Reported **Signed** by Governor on March 28, 2022	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2022 and 2023.
HCR029	Traumatic childhood experiences	02/03/2022 House - **ADOPTED - 42-25-3** 02/11/2022 Senate – **ADOPTED** – voice vote 02/24/2022 House - Delivered to Secretary of State at 10:24 a.m. on February 24, 2022	HEALTH – States findings of the Legislature and encourages certain officers, agencies, and employees of the State to become informed about the impacts of traumatic childhood experiences and implement interventions and practices to develop resiliency in children and adults who suffered from traumatic childhood experiences.
HCR030	PANDAS/PANS awareness	01/31/2022 House - **ADOPTED – voice vote** 03/10/2022 Senate - **ADOPTED** – voice vote 03/21/2022 House - Delivered to Secretary	HEALTH – States findings of the Legislature and recognizes October 9, 2022, as PANDAS/PANS Awareness Day. Encourages Board and schools to assure accurate information is available.

		of State at 9:40 a.m. on March 21, 2022	
HCR038	WWAMI medical education slots	03/07/2022 House - **ADOPTED - 59-7-4** 03/21/2022 Senate – **ADOPTED** – **35-0-0** 03/23/2022 House - Delivered to Secretary of State at 9:20 a.m. on March 23, 2022	HIGHER EDUCATION – States findings of the Legislature and encourages the State Board of Education to request funding for additional Idaho slots in the WWAMI Regional Medical Education Program.
HCR039	Rule reject, state board of ed	03/07/2022 House - **ADOPTED - 60-8-2** 03/15/2022 Senate - **ADOPTED** – voice vote 03/21/2022 House - Delivered to Secretary of State at 9:40 a.m. on March 21, 2022	RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Idaho content standards.
HCR045	Rule rejection, board of education	03/08/2022 **ADOPTED - 63-1-6** 03/11/2022 Senate - **ADOPTED** – voice vote 03/21/2022 House - Delivered to Secretary of State at 9:40 a.m. on March 21, 2022	STATE BOARD OF EDUCATION – RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Rules Governing Administration, Rules Governing Uniformity, and Rules Governing Thoroughness.
HCR053	Rule approval, education cmtes	03/18/2022 House - **ADOPTED - 65-0-5** 03/23/2022 Senate - **ADOPTED**: Voice Vote 03/25/2022 House - Delivered to Secretary of State at 12:21 p.m. on March 25, 2022	FEE RULES – HOUSE AND SENATE EDUCATION COMMITTEES – States findings of the Legislature and approves fee rules reviewed by the House and Senate Education Committees.
S1238	Ed, self-directed learners	02/02/2022 Senate - **PASSED 32-0-3** 02/18/2022 House – **PASSED - 64-0-6** 03/01/2022 Senate - **Signed** by Governor on 03/01/22	EDUCATION – Adds to existing law to establish the self-directed learner designation. Allows students to be included for funding purposes even when they are not in attendance or receiving instruction. No rulemaking.
S1247	Career Technical School – Added Cost Funding – Coop Serv Agency	02/07/2022 Senate - **PASSED - 33-1-1** 02/24/2022 House – **PASSED - 66-1-3** 03/03/2022 Senate - **Signed** by Governor on 03/03/22	EDUCATION – Amends existing law to provide that a cooperative service agency may establish a career technical school. **Effective 03/02/2022**
S1255	Empowering parents grant program	02//2022 Senate - **PASSED - 34-1-0** 02/23/2022 House - **PASSED - 67-1-2**	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses. No rulemaking. **Effective 03/01/2022**

		03/01/2022 Senate - **Signed** by Governor on 03/01/22	
S1290	Rural, underserved ed program	02/25/2022 Senate - **PASSED - 25-7-3** 03/16/2022 House - **PASSED - 37-30-3** 03/25/2022 Senate - **Signed** by Governor on 03/25/22	EDUCATION – Adds to existing law to establish the Rural and Underserved Educator Incentive Program. **Board may promulgate rules.** Intent is to use Board policy (Eligible expenses established by Board and in rule).
S1291a	Charter schools, certifications	03/02/2022 Senate - **PASSED - 28-7-0** 03/16/2022 House - **PASSED - 55-11-4** 03/24/2022 Senate - **Signed** by Governor on 03/24/22	CHARTER SCHOOLS – Amends existing law to provide alternative methods of obtaining certain certifications. **No new rulemaking outside of existing certification.** Provides limited exemption from Board rules.
S1292	Approp, edu bd, office, add'l	02/21/2022 Senate - **PASSED - 29-4-2** 02/25/2022 House – **PASSED - 40-27-3** 03/07/2022 Senate - **Signed** by Governor on 03/07/22	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal year 2022. **Effective 03/07/2022**
S1319	School bus, contracts, fed funding	02/25/2022 Senate - **PASSED - 32-0-3** 03/15/2022 House - **PASSED - 37-33-0** 03/21/2022 Senate - **Signed** by Governor on 03/21/22	TRANSPORTATION OF PUPILS – Amends existing law to provide an exception for certain contracts. **Effective 03/21/22**
S1348	Approp, voc rehab, orig	03/04/2022 Senate - **PASSED - 34-0-1** 03/08/2022 House - **PASSED - 69-0-1** 03/21/2022 Senate - **Signed** by Governor on 03/21/22	APPROPRIATIONS – VOCATIONAL REHABILITATION – Relates to the appropriation to the Division of Vocational Rehabilitation for fiscal year 2023.
S1392	Approp, edu bd, special prgms, orig	03/15/2022 Senate - **PASSED - 35-0-0** 03/18/2022 House - **PASSED – 57-10-3** 03/23/2022 Senate - **Signed** by Governor on 03/23/22	APPROPRIATIONS – SPECIAL PROGRAMS – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2023.
S1395	Approp, millennium fund	03/15/2022 Senate - **PASSED - 33-2-0** 03/18/2022 House - **PASSED – 59-8-3** 03/24/2022 Senate - **Signed** by Governor on 03/24/22	APPROPRIATIONS – MILLENNIUM FUND – Relates to the appropriation from the Idaho Millennium Income Fund for fiscal year 2023. Including, $310,000 to Idaho Public Television.
S1399	Extended employment services	03/17/2022 Senate – **PASSED - 35-0-0**	EXTENDED EMPLOYMENT SERVICES PROGRAM – Repeals and adds to existing law to establish the Extended

		03/21/2022 House – **PASSED** – **67-0-3** 03/31/2022 Senate - **Signed** by Governor on 03/24/22	Employment Services program in the Department of Health and Welfare.
S1403	Approp, education related, chg	03/16/2022 Senate - **PASSED - 32-2-1** 03/25/22 – House – **PASSED – 44-16-10** 03/28/2022 Senate - **Signed** by Governor on 03/28/22	APPROPRIATIONS – EDUCATION RELATED – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs, Office of the State Board of Education, STEM Action Center, and Commission for Libraries for fiscal year 2022.
S1404	Approp, pub schls, add'l	03/16/2022 Senate - **PASSED - 28-5-2** 03/21/2022 House – **PASSED** – **45-24-1** 03/24/2022 Senate - **Signed** by Governor on 03/24/22	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program for the Division of Administrators, the Division of Teachers, and the Division of Operations for fiscal year 2022. **Effective 03/23/22**
S1418	Approp, edu bd, hlth prgms, orig	03/22/2022 Senate - **PASSED - 32-2-1** 03/23/2022 House - **PASSED** – **44-24-2** 03/25/2022 Senate - **Signed** by Governor on 03/25/22	APPROPRIATIONS – HEALTH EDUCATION PROGRAMS – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2023 and 2022. **Effective 03/25/22**
S1419	Approp, edu bd, ag research, orig	03/22/2022 Senate - **PASSED - 35-0-0** 03/23/2022 House – **PASSED** – **60-7-3** 03/25/2022 Senate - **Signed** by Governor on 03/25/22	APPROPRIATIONS – AGRICULTURAL RESEARCH AND COOPERATIVE EXTENSION SERVICE – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service.
S1425	Approp, edu bd, spec prgm, trailers	03/24/2022 Senate - **PASSED - 28-4-3** 03/24/2022 House – **PASSED** – **39-30-1** 03/28/2022 Senate - **Signed** by Governor on 03/28/22	APPROPRIATIONS – SPECIAL PROGRAMS – Relates to the appropriation to the to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2023.
S1427	Approp, health and welfare, trailer	03/24/2022 Senate – **PASSED – 35-0-0** 03/24/2022 House – **PASSED – 68-0-2** 03/28/2022 Senate - **Signed** by Governor on 03/28/22	APPROPRIATIONS – EXTENDED EMPLOYMENT SERVICES PROGRAM – Relates to the appropriation for the Extended Employment Services Program for fiscal year 2023.
S1428	Various funds, year-end cash trans	03/24/2022 Senate - **PASSED - 34-0-1** 03/25/2022 House - **PASSED** 03/29/2022 Senate - **Signed** by Governor on 03/29/22	APPROPRIATIONS – Relates to year-end appropriations and transfers. FY 22 PESF $44M; FY 23 PESF $77M.

ATTACHMENT 1

SCR114	Ed Cheff, honoring	02/18/2022 Senate - **ADOPTED** – voice vote 03/15/2022 House - **ADOPTED** – voice vote 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUCATION – States findings of the Legislature and honors the life and achievements of Ed Cheff, the longtime head baseball coach for Lewis-Clark State College.
SCR115	Education, civics standards	02/18/2022 Senate - **ADOPTED** – voice vote 03/15/2022 House - **ADOPTED - 63-0-7** 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUCATION – Stating findings of the Legislature and supporting the development of civics standards for Idaho students.
SCR118	Education, U.S. history	02/23/2022 Senate - **ADOPTED** – voice vote 03/15/2022 House - **ADOPTED - 54-10-6** 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUATION – States findings of the Legislature and encourages Idaho schools to teach students the whole and honest history of our nation. Including a requirement to teach natural law.
H0437	Ed, content standards, adoption	01/14/2022 House - Reported Printed and Referred to Education	EDUCATION – Adds to existing law to provide for the adoption of the content standards prepared by the 2020-2021 content standards review committees.
H0438	School trustees, elections	01/14/2022 House - Reported Printed and Referred to State Affairs	SCHOOL TRUSTEE ELECTIONS – Amends existing law to revise provisions regarding filling vacant school trustee positions following a recall or resignation resulting from a recall petition.
H0488	Ed, nondescrimination, standing	01/31/2022 House - Reported Printed and Referred to Ways & Means	NONDESCRIMINATION IN SCHOOLS – Amends 33-138 existing law to provide for a private cause of action. Any taxpay against any school district teacher CRT.
H0504	State employees, ed reimbursement	01/31/2022 House - Reported Printed and Referred to Commerce & Human Resources	PERSONNEL SYSTEM – Adds to existing law to establish an educational reimbursement program.
H0512	Bond elections, failure, 11 months	02/17/2022 House - **PASSED** - 43-26-1 02/18/2022 Senate - Introduced, read first time; referred to: State Affairs	BOND ELECTIONS – Amends existing law to prohibit holding another bond election within 11 months of a failed bond election.
H0544	Career ladder, out of state staff	02/08/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified out of state.

H0545	Charter school revolving loan fund	02/17/2022 House - **PASSED - 68-1-1** 02/18/2022 Senate - Introduced, read first time; referred to: Education	CHARTER SCHOOLS – Repeals and adds to existing law to remove the public charter school debt reserve fund and to provide for a revolving loan fund.
H0595	State emp, compensation, increases	02/11/2022 House - Reported Printed and Referred to Commerce & Human Resources	HUMAN RESOURCES DIVISION – Amends existing law to provide for compensation increases based on performance as well as consideration of certain internal and external factors.
H0627	Ed, enrollment based, alternative	02/15/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for enrollment based funding and to allow for alternative education programs.
H0631	Mask mandates, prohibition	02/21/2022 House - **PASSED - 46-24-0** 02/22/2022 Senate - Introduced, read first time; referred to: State Affairs	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.
H0639	Driver's ed, parents	02/16/2022 House - Reported Printed and Referred to Transportation & Defense	MOTOR VEHICLES – Amends existing law to allow private parental driver's education.
H0649	Supplemental curriculum, approval	02/17/2022 House - Reported Printed and Referred to Education	SCHOOL CURRICULUM – Amends existing law to require approval of supplemental curricular material.
H0652	Pub sch employees, health insurance	02/17/2022 House - Reported Printed and Referred to Education	PUBLIC SCHOOL EMPLOYEES – Amends and adds to existing law to provide that funds appropriated for employee health insurance shall be used for such insurance and to provide for the payment of certain premiums by the retirement board.
H0653	School levies, disclosure, purpose	02/28/2022 House - **PASSED - 67-1-2** 03/01/2022 Senate - Introduced, read first time; referred to: State Affairs	SCHOOL LEVIES – Adds to existing law to provide that a ballot question for a supplemental levy must be accompanied by a disclosure about the purposes for which the levy revenues will be used and to provide that school districts must use levy revenues for the purposes identified in the disclosure.
H0655	Education, dyslexia	02/17/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for dyslexia intervention and screening programs in certain grades.
H0666	Harmful material, minors, defense	03/07/2022 House - **PASSED - 51-14-5** 03/08/2022 Senate - Introduced, read first time; referred to: State Affairs	MINORS – Amends existing law to remove a provision regarding an affirmative defense to disseminating material harmful to minors.
H0669	Hope, opportunity scholarships	02/21/2022 House - Reported Printed and Referred to Education	HOPE AND OPPORTUNITY SCHOLARSHIP ACT – Adds to existing law to establish provisions regarding the Hope and Opportunity Scholarship Act. Creates Hope and Opportunity Scholarships (HOS) accounts for Idaho families with student(s) in Kindergarten through 12th grade. The act would allow education funding dollars to follow students so parents could access the education services and environments that work best for their children. Families can use funds for private

			tutoring; curriculum, tuition and fees at a private school; among other approved expenses. Funds will be allocated based on the total number of eligible applications received by the State Department of Education. Scholarships are worth eighty percent (80%) of the "most current available statewide average general maintenance and operations fund expenditures per full term average daily attendance as calculated by the department". This amount is approximately $5,950 (State Department of Education 2019-2020 Financial Summaries 1 – General M & O fund expenditures per full term A.D.A. is $7,444)
H0671	School board trustee vacancies	03/02/2022 House - **PASSED - 54-15-1** 03/03/2022 Senate - Introduced, read first time; referred to: State Affairs	SCHOOL TRUSTEES – Amends existing law to provide for the filling of certain school board trustee vacancies.
H0680	School clubs, permission	02/25/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations
H0683	Driver's ed, parental instruction	03/07/2022 House - **PASSED - 57-11-2** 03/08/2022 Senate - Introduced, read first time; referred to: Transportation	MOTOR VEHICLES – Amends existing law to allow private parental driver's education.
H0684	Higher ed, free speech	03/04/2022 House - **PASSED - 63-2-5** 03/10/2022 Senate - Reported out of committee; to 14th Order for amendment	EDUCATION – Adds to existing law to provide for the protection of free speech in higher education.
H0691	Education, enrollment-based funding	03/01/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for enrollment-based funding and to allow for alternative education programs.
H0708	Immunization, requirements	03/02/2022 House - **PASSED - 54-14-2** 03/04/2022 Senate - Introduced, read first time; referred to: State Affairs	HEALTH – Amends existing law to provide that a person shall not be required to be vaccinated for coronavirus or have a vaccine passport to apply for or receive government services, to enter or remain in a government venue, or to be hired by the state or maintain employment with the state.
H0717	School age	03/02/2022 House - Reported Printed and Referred to Education	SCHOOL AGE – Amends existing law to provide an alternative means to determine school readiness.
H0732	School attendance	03/09/2022 House - U.C. to be placed on General Orders, no objection	EDUCATION – Amends existing law to provide that publicly funded programs shall not be designated as home schooling.
H0733	Schools, data collection	03/03/2022 House - Reported Printed and Referred to Education	PUBLIC SCHOOLS – Adds to existing law to prohibit evaluations, questionnaires, surveys, and data collection on a student's behavioral well-being without the approval of the school board and a parent or guardian.
H0734	Schools, masks, exemption	03/08/2022 House - **PASSED - 53-11-6**	SCHOOLS – Amends existing law to revise provisions regarding school-required actions to prevent the spread of infectious disease.

		03/09/2022 Senate - Introduced, read first time; referred to: Education	
H0736	Appropriations, charter schools	03/03/2022 House - Reported Printed and Referred to Education	APPROPRIATIONS – PUBLIC CHARTER SCHOOLS – Appropriates $30,000,000 to the charter school facilities account created in section 33-5217, Idaho Code.
H0738	Community college trustees	03/07/2022 House - **PASSED - 62-8-0** 03/08/2022 Senate - Introduced, read first time; referred to: Education	COMMUNITY COLLEGES – Amends existing law to provide for filling vacancies on a community college board of trustees and to revise provisions regarding trustee elections.
H0822	Education savings account act	03/24/2022 House - Reported Printed and Referred to Ways & Means	EDUCATION – Adds to existing law to establish the Education Savings Account Act.
HCR027	Rule rejection, content standards	01/14/2022 House - Reported Printed and Referred to Education	RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Idaho content standards.
HR023	Libraries, harmful material	03/25/2022 House – **Adopted** - 57-7 -6	LIBRARIES – States findings of the House of Representatives, affirms the House's commitment to ensuring that Idaho policy safeguards Idaho children from exposure to material harmful to minors in libraries and K-12 schools, and authorizes House leadership to establish a certain working group.
S1226	Self-directed learners	01/19/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish the self-directed learner designation.
S1242	Empowering parents grant program	01/28/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses. Replaced with SB1255.
S1271	School districts, state support	02/07/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for state support of discretionary spending by school districts.
S1280	Education, dyslexia programs	02/16/2022 Senate – **PASSED - 33-0-2** 02/17/2022 House - Read First Time, Referred to Education	EDUCATION – Amends and adds to existing law to establish programs for dyslexia.
S1294	Sick leave, employees, penalty	02/14/2022 Senate - Reported Printed; referred to Commerce & Human Resources	EMPLOYMENT CONTRACTS – Adds to existing law to provide that an employer may not penalize an employee for using earned or accrued sick leave.
S1302	School levies, taxes	02/14/2022 Senate - Reported Printed; referred to Local Government & Taxation	TAXATION – Amends and adds to existing law to provide sales tax revenues to school districts and to revise provisions regarding school levy authority.
S1306	Youth athletes, chiropractors	02/14/2022 Senate - Reported Printed; referred to Health & Welfare	YOUTH ATHLETES – Amends existing law to provide that certain chiropractic physicians are qualified health professionals for purposes of returning athletes to play after suspected concussions or head injuries.

ATTACHMENT 1

S1314	Literacy intervention, funding	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to revise provisions regarding funding for literacy intervention.
S1315	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION COMMITTEE EDUCATION – Amends existing law to provide for full-day kindergarten and to revise provisions regarding certain support units and funding distributions.
S1316	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for full-day kindergarten.
S1317	Kindergarten savings accounts	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish a kindergarten savings account.
S1318	Kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish provisions regarding certain kindergarten students.
S1329	Extended employment srvcs prgm	02/15/2022 Senate - Reported Printed; referred to Health & Welfare	HEALTH AND WELFARE – Repeals and adds to existing law to establish the Extended Employment Services Program in the Department of Health and Welfare.
S1344	Rural veterinarians, loan repayment	02/24/2022 Senate - Reported Printed; referred to Agricultural Affairs	RURAL VETERINARIANS LOAN REPAYMENT PROGRAM – Adds to existing law to establish a loan repayment program for rural veterinarians who treat large animals.
S1356	Extended employment srvcs prgm	03/01/2022 Senate - Reported Printed; referred to Health & Welfare	EXTENDED EMPLOYMENT SERVICES PROGRAM – Repeals and adds to existing law to move the Extended Employment Services Program from the State Board of Education to the Department of Health and Welfare.
S1379	Political subdivisions, purchasing	03/16/2022 Senate - **PASSED - 32-2-1** 03/17/2022 House - Read First Time, Referred to Commerce & Human Resources	PURCHASING BY POLITICAL SUBDIVISIONS – Amends existing law to revise provisions regarding procuring services or personal property. School districts are political subdivisions.
S1380	Rural veterinarians loan repayment	03/14/2022 Senate - **PASSED - 28-7-0** 03/15/2022 House - Read First Time, Referred to Agricultural Affairs	RURAL VETERINARIANS EDUCATION LOAN REPAYMENT PROGRAM – Adds to existing law to establish a loan repayment program for rural veterinarians who treat large animals.
S1397	Negotiated rulemaking, temp rules	03/16/2022 Senate - Reported out of committee; to 14th Order for amendment	IDAHO ADMINISTRATIVE PROCEDURE ACT – Amends existing law to revise provisions regarding temporary rules.
H0482	Sales tax, monthly distribution	02/08/2022 House - U.C. to be **returned** to Revenue & Taxation Committee	SALES TAX – Amends existing law to revise the distribution of sales tax revenue from quarterly to monthly. Amends distribution amount to schools from 1/4 to 1/12.
H0505	Postsecondary credit scholarship	02/14/2022 House - U.C. to be **returned** to Education Committee	EDUCATION – Amends existing law to revise provisions regarding the postsecondary credit scholarship.
H0514	Mask mandates	02/16/2022 House - U.C. to be **returned** to	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.

		State Affairs Committee	
H0533	Master educator premiums	02/16/2022 House - **PASSED - 52-15-3** 03/07/2022 Senate - **PASSED - 32-3-0** 03/17/2022 Returned from Governor **Vetoed** on March 16, 2022 03/21/2022 House - U.C. previously held until March 21, 2022, be Held at the Desk	PUBLIC SCHOOLS – Amends existing law to allow for certain employees to continue to receive master educator premiums.
H0571a	School buses, speed limit	02/23/2022 House - **PASSED** - 69-0-1 03/21/2022 Senate - **FAILED** - 16-19-0	SCHOOL BUSES – Amends existing law to allow school buses to travel up to 70 miles per hour on the interstate.
H0645	Community college trustee elections	03/03/2022 House - U.C. to be returned to State Affairs Committee	COMMUNITY COLLEGES – Amends existing law to provide for filling vacancies on a community college board of trustees and to revise provisions regarding trustee elections.
H0651	Teachers, drug testing	03/03/2022 House - **FAILED - 31-38-1**, Filed in Office of Chief Clerk	EDUCATION – Amends existing law to require drug testing and criminal background tests for certain teachers.
H0723aS	Pub sch funding, enrollment, cmte	03/04/2022 House - **PASSED - 39-26-5** 03/18/2022 Senate - **PASSED - 31-0-4** 03/22/2022 House – **PASSED** – **39-31-0**, Engrossed 03/31/2022 Returned from Governor **vetoed** on March 30, 2022 03/31/2022 House - U.C. to be Held at Desk	EDUCATION – Adds to existing law to provide that enrollment shall replace average daily attendance in funding formulas for fiscal years 2023 and 2024 and to provide for a study committee on the public school funding formula. **Board may promulgate rules – Would require rulemaking.**
S1287	Rural nursing loan repayment prgm	02/23/2022 Senate - **FAILED** – **14-17-4**	RURAL NURSING LOAN REPAYMENT PROGRAM – Adds to existing law to establish the rural nursing loan repayment program.
S1373	Literacy Funding Distribution	03/10/2022 Senate - **PASSED - 31-2-2** 03/22/2022 House - U.C. to be **returned** to Education Committee	EDUCATION – Amends existing law to provide for certain state funding distributions.
S1374	Career exploration courses	03/07/2022 Senate - **PASSED - 33-0-2** 03/21/2022 House - **FAILED** – **24-45-1**	EDUCATION – Adds to existing law to provide for career exploration courses.
S1390	Approp, edu bd, office, orig	03/15/2022 Senate - **PASSED - 24-10-1** 03/22/2022 House - **FAILED** – **24-46-0**	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2022 and 2023.

SUBJECT

Board Policy - Bylaws – Second Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.
February 2020	Board approved second reading of proposed amendments.
February 2022	Board approved the first reading of proposed amendments to the Board Bylaws, clarifying Board committee roles.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws
Idaho Code Chapter 2, Title 74, Transparent and Ethical Government

BACKGROUND/DISCUSSION

Idaho's open meeting laws are premised on the policy that the formation of public policy is a public business and must be conducted in public. In 2015, Idaho's requirements pertaining to meetings conducted by governing bodies were updated and consolidated into a new Title 74, Transparent and Ethical Government. The open meeting law requirements are codified in Chapter 2 of that Title.

The Board, as a governing body may only act as a whole in open meetings that have been properly noticed. The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the purpose of the standing committees. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which they report to the Board.

The Board's bylaws require agenda items come to the Board through one of the standing committees. This provides the opportunity for those Board members that sit on the committees to ask questions, direct staff on additional information that

may be provided to the Board and to gain greater insight on the issues that may be coming to the Board through the specific committees. This process helps to better inform the discussion at the Board meetings. Additionally, the Board's standing committees are used to: (i) provide updates to the Board on various matters, as applicable to the committee; (ii) gather feedback from the standing committee's working groups; (iii) direct staff at institutions and agencies under the Board's governance on information that needs to come to the Board; and (iv) provide oversight on the implementation of Board actions as may be delegated by the Board as whole.

IMPACT

The proposed amendment to the Board bylaws update the language used to describe the purpose of the Board's standing committees in alignment with the language in the state open meeting laws.

ATTACHMENTS

Attachment 1 – Bylaws – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There were no comments received between the first and second reading. There was one non-substantive edit to the proposed amendments since the first reading, correcting a typo.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures) ~~February 2020~~April 2022

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the Executive Director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director,

carries out the Board's policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing ~~or other~~ committee ~~may make recommendations to the Board~~is responsible for performing work pursuant to Board policy or delegation. Such committees ~~, but~~ may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as

an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies."∗ An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting ~~recommendations~~ guidance to the agencies and institutions under the Board~~Board~~ on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop ~~and recommend to the Board future~~guidance on the implementation of the Board's planning initiatives and goals. This committee shall also ~~advise~~ provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit ~~recommendations~~ updates to the Board.

∗ Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for ~~making recommendations~~providing updates to the Board in the following general areas:

i. Long range planning and coordination;
ii. Initial discussions and direction on strategic policy initiatives and goals;
iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing ~~and presenting recommendations~~ guidance to the ~~Board~~ institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board,

who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for ~~making recommendations~~updates to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or career technical program approval;
iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and career technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting ~~recommendations~~ updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee ~~recommendations~~ updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for ~~making recommendations to the Board~~providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the Committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
iii. Experience in preparing or auditing financial statements and;
iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation,

and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

ATTACHMENT 1

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents Leadership Council

1. Purpose

   The Presidents Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents Leadership Council reports to the Board in the manner directed by the Board President.

2. Composition

   The Presidents Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a chair selected each academic year generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

   The Chair:

   a. Presides at all Presidents Leadership Council meetings with full power to discuss and vote on all matters before the Council;
   b. Establishes the Presidents Leadership Council agenda in consultation with the Executive Director; and

c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents Leadership Council.

SUBJECT

Board Policy I.P. Idaho Indian Education Committee – Second Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P, which removed sections covering logistical and meeting requirements and development of meeting materials to proposed new bylaws.
June 16, 2016	The Board approved the second reading of Board Policy I.P.
February 17, 2022	The Board approved the first reading of Board Policy I.P. adding one additional ad-hoc member to the committee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.P. Idaho Indian Education Committee

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 opportunity, success, and access for Idaho's American Indian student population.

Board Policy I.P. outlines the role and purpose of the committee, committee structure, and terms of membership. Currently the Idaho Indian Education Committee is comprised of one representative from each of Idaho's eight public postsecondary institutions, two representatives from each of the five tribes of Idaho, one representative from each of the two Bureau of Indian Education/tribal schools and one representative from the State Board of Education. Based on a member self-evaluation of the Idaho Indian Education Committee conducted in September 2021, it was determined by the committee that an important piece to this committee was missing -- representation of Indian Education subject matter experts in the areas of educator preparation programs, in-service educators,

school administrators, tribal experts, and researchers. Proposed amendments to Board Policy I.P. would add two at-large members to the current membership.

IMPACT

Approval of amendments will provide additional expertise on a consistent and ongoing basis as the committee works on educational issues impacting American Indian students across the K-20 system.

ATTACHMENTS

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There were no comments received between the first and second readings of the policy. There have been no changes to the proposed amendments to the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: P. Idaho Indian Education Committee ~~June 2016~~April 2022

1. Purpose

   The purpose of the Idaho Indian Education Committee (Committee) is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the five Idaho tribes. The mission of the Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the academic achievement gap.

2. Roles and Responsibilities

   In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include the following:

   a. Advocate and inform stakeholders and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

   b. Review and make recommendations on instructional materials to ensure inclusion of tribal cultural knowledge and context at all education levels.

   c. Review and make recommendations on educator certification and recertification programs to ensure inclusion of tribal cultural knowledge and context.

   d. Review and make recommendations on educator preparation program standards to ensure inclusion of tribal cultural knowledge and context.

   e. Review and make recommendations to ensure integration and use of tribal cultural knowledge and context as a component of instructional practice in schools that serve predominantly American Indian students.

   f. Review and make recommendations on funding and programs that serve American Indian students.

   g. Review relevant education data to make recommendations on statewide policies, procedures, and to collaborate with Idaho tribes to reflect accurate statistics for making policy recommendations.

   h. Identify and promote best practices in supporting the success of American Indian students.

i. The Committee shall meet at a minimum quarterly.

3. Membership

The Idaho Indian Education Committee membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
  - Nominations will be submitted from the Institution President
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representatives from the State Board of Education
- Two at-large members

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education and will include the following:

- Advisor to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Preparation of the agenda with input from the Committee
- Notification to Committee of upcoming meetings and other communications
- Compilation of records, publications and disseminating minutes of meetings

SUBJECT

FY 22 Accountability Oversight Committee Recommendations Report

REFERENCE

June 2017	Board adopted the Idaho College and Career Readiness Competencies.
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, including a high school measure on college and career readiness.
December 2018	Board received the AOC's fiscal year 2019 report, 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 AOC.
June 2020	Board received the AOC's fiscal year 2020 report 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 AOC 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 AOC 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.
June 2021	Board received the AOC's fiscal year 2021 report with recommendations regarding restructuring future reports to include special focus data relevant to the Board's current discussions and needs.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Section 33-110, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. 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 (Department) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In summer 2021, the AOC, Board staff, and Department staff determined the appropriate collaborative approach for the fiscal year 2022 report and identified the student achievement data the AOC would review, with an emphasis on data designed to identify impacts of the Covid-19 pandemic on student achievement. The AOC presented its plans to the Board at its June 2021 meeting. The Department compiled these data into the 2020-2021 Student Achievement Report, and presented it in pieces to the AOC on January 19 and 20, February 14, and March 1, 2022. Each data review included a time for analysis and development of related recommendations to improve outcomes. The data analysis and recommendations make up the FY 22 Accountability Oversight Committee Recommendations Report, as provided as Attachment 1. The 2020-2021 Student Achievement Report is provided as Appendix A to the committee's report. The AOC Recommendations Report includes one other appendix: Appendix A, which recommends additional data to be considered for inclusion in future iterations of the Student Achievement Report or in independent review, as appropriate.

Due to the substantial amount of data requested by the AOC for their review, some of the most complex data were not available for inclusion in the 2020-2021 Student Achievement Report. Thus, the AOC will work with the Department to gather these additional data and will provide an Addendum to their report in summer or early fall 2022. The Addendum will include analyses and recommendations related to the following: 8th and 9th grade math course completion, high school course completion and/or credit recovery, and the impact of instructional mode (in-person, hybrid, virtual) on student outcomes.

The recommendations within the AOC's fiscal year 2022 Recommendations Report are divided between policy recommendations for the Board and implementation recommendations for the Department. To support prioritization in implementing the recommendations, they are separated between short-term and long-term actions. A summary of the recommended short-term actions by topic area follow:

Cross-Sectional

Policy Recommendations for the Board (short-term):

- Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (in English Language Arts / Literacy, Mathematics, and high school outcomes including graduation and go on rates).

Implementation Recommendations for the State Department of Education (short-term):

- In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations.
- In alignment with Recommendation #1 in the December 2018 AOC Report, present an adjusted ISAT Growth Trajectory model to the Board that will establish differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

English Language Arts / Literacy

Policy Recommendations for the Board (short-term):

- Maintain the commitment to accelerated learning for K-4 Literacy, with an emphasis on the cohorts of students that currently available data indicates were most impacted by the pandemic (2021 grades 1 and 2).

Implementation Recommendations for the State Department of Education (short-term):

- Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions.
- In alignment with an AOC recommendation from the 2020 report, provide direction to districts and schools regarding identifying and reporting students participating in either part-time or full-time kindergarten (including disaggregation by free or fee-based participation).
- Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize and reward them and share their strategies.
- In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

Mathematics

Policy Recommendations for the Board (short-term):

- Use stimulus funds to launch a Math Initiative, first focused on grades 5-9 (as aligned to Board's commitment to accelerated learning), and expanding

to other grades long-term. Establish a K-12 Math Work Group to oversee the Math Initiative.

Implementation Recommendations for the State Department of Education (short-term):

- Engage in the Math Initiative and expand partnerships with stakeholder groups committed to serving specific student populations.
- As recommended by the AOC in the 2020 Report, build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
- Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.

High School - College Readiness, Graduation, and Go On Rates

Policy Recommendations for the Board (short-term):

- Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education.
- Review research from the Department regarding early warning systems and develop plans to address dropout prevention.

Implementation Recommendations for the State Department of Education (short-term):

- Gather evidence regarding Idaho districts' initiatives focused on early warning systems / dropout prevention and identify best practices used outside of Idaho. Present this research and accompanying recommendations to the Board.
- Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies.

Enrollment, Attendance, and Engagement

Policy Recommendations for the Board (short-term):

- Use stimulus funds (in alignment with the state's ARP ESSER Plan) to support districts and schools in launching specific efforts to improve student attendance, in alignment with the tiered model developed by Attendance Works.
- Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education. The Middle Grades Work Group should be established within or in direct partnership with the K-12 Math Work Group.

Implementation Recommendations for the State Department of Education (short-term):

- Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and strategies they can use to improve attendance (in alignment with the Attendance Works model).
- Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly.

Measuring Mastery of College and Career Readiness Competencies

In early 2022, based on comments generated during negotiated rulemaking in 2021, the Board staff tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding measuring students' mastery of the College and Career Readiness Competencies. Since the AOC has confidence in the use of the ISAT to measure college readiness, the committee focused its efforts on identifying an appropriate tool to measure career readiness. The AOC met with staff from the Idaho Division of Career Technical Education (IDCTE) to discuss their process of gauging career readiness of CTE students, including use of the Workforce Readiness Assessment (WRA). The AOC then identified a need to better understand measuring career readiness of non-CTE students.

The following reflect the summarized version of the Accountability Oversight Committee's recommendations related to measuring the College and Career Competencies, which the AOC recommends be considered as a package:

- In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools;
- Recognize the work of the Division of Career Technical Education and local CTE programs and confirm that CTE students are appropriately demonstrating mastery of the competencies through their CTE coursework and the Workforce Readiness Assessment;
- Develop a system of multiple measures for districts to use to demonstrate students' mastery of the College and Career Readiness Competencies; and
- Implement a small-scale field test to review the value of the Workforce Readiness Assessment as an option for non-CTE track students to demonstrate mastery of the College and Career Readiness Competencies.

IMPACT

The recommendations outlined in the AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices in an effort to develop structures that support improved student achievement. Recommendations need to be reviewed individually to identify appropriate next

steps. Recommendations impacted by Administrative Code will be brought back for Board consideration through the negotiated rulemaking process.

If the Board moves forward with the AOC's recommendations related to measuring students' mastery of the College and Career Readiness Competencies, the Board and Department will need to identify an appropriate budget and timeline to implement the small-scale field test of the Workforce Readiness Assessment with non-CTE students. If existing funding is not available for the small-scale field test, the Board or Department will need to make the appropriate budgetary request to the 2023 legislature. Additionally, the Board and Department will need to identify an appropriate entity to conduct outreach to districts to identify any other measures of career readiness currently in use and provide a report to the AOC and the Board.

ATTACHMENTS

Attachment 1 – FY 22 Accountability Oversight Committee Recommendations Report, March 2022
Attachment 2 – College and Career Readiness Measurement Recommendation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Due to the varying types of recommendations within the report, individual recommendations, as necessary and based on Board direction, will be brought back to the Board after being vetted through their applicable processes.

During the 2021 Legislative Session HB 175 (2021) was enacted amending Section 33-1612, Idaho Code, requiring "student progress is monitored and measured in all required courses of instruction." The required courses and instruction are established in IDAPA 08.02.03 and include, in addition to social studies, humanities, and other core academic subjects, the College and Career Readiness Competencies. Idaho's College and Career Readiness Competencies were adopted by the Board in June, 2017. However, to date, the state has not had a clear process for ensuring the competencies are being implemented statewide and that students are mastering them. The AOC's recommendations take a measured approach to better understanding current implementation of the competencies by districts and whether the Workforce Readiness Assessment represents a valuable tool for measuring mastery of the competencies with non-CTE students. Staff supports the recommendations made by the AOC and recommends adoption.

BOARD ACTION

This item is for informational purposes.

ACCOUNTABILITY OVERSIGHT COMMITTEE

Recommendations Report

March 2022

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Appendix A: 2020-2021 Student Achievement Report
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BACKGROUND

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide student achievement system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board. In summer 2021, the AOC, Board staff, and SDE staff determined the appropriate collaborative approach for this year's report and identified the student achievement data the AOC would review, with an emphasis on data designed to identify impacts of the Covid-19 pandemic on student achievement. The AOC presented its plans to the Board at its June 2021 meeting. The SDE compiled this data into the 2020-2021 Student Achievement Report (Appendix A).

On January 19 and 20, February 14, and March 1, 2022, the AOC reviewed the data included in the 2020-2021 Student Achievement Report and began developing this report. Each data review included a time for analysis and development of related recommendations to improve outcomes. Additionally, AOC members made a number of requests regarding potential data analyses to be considered for future reports, as provided in Appendix B.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement, and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC will now be alternating some data between years, with attention given to certain content areas (particularly English language arts (ELA) or math) each year. This is done in order to add special focus data based on relevant interests of the Board.

The AOC is presenting this report to the State Board of Education for consideration at the April 2022 meeting.

REPORT STRUCTURE

The following report is structured around key metrics of student achievement. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Every Student Succeeds Act (ESSA) Consolidated State Plan. Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

Section 1 of the report is focused on the AOC's recommendations, split between policy recommendations for the Board and implementation recommendations for the SDE. To aid in prioritization, the recommendtions are further divided between short-term and long-term actions. Where relevant, recommendations from the AOC's previous reports (December 2018 and February 2020) are revisited in this report.

The AOC's recommendations are based on the AOC's data analysis provided in Section 2, which reflects the committee's interpretations of the data provided in the State Department of Education's 2020-2021 Student Achievement Report (Appendix A). The FY 22 report has an ELA emphasis in the primary report, and separate sections focused on additional data to identify the impacts of the Covid-19 pandemic on student achievement, within the following three Board-approved categories: K-4 Literacy; 5-9 Mathematics; and High School Course Recovery and Graduation. In addition to these special foci, there are sections on related ELA and mathematics data (outside of the specified grades), as well as data on attendance, graduation rates, go-on rates, college readiness, enrollment, assessment administration, and student, staff, and parent engagement.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

EXECUTIVE SUMMARY

Prior to 2021, Idaho had made small gains on nearly all metrics. Of particular note was the increasing number of students with Idaho Standards Achievement Test (ISAT) scores in the top achievement level (Advanced) in both English Language Arts (ELA) and mathematics. Unfortunately, and probably due to instructional disruptions caused by the Covid-19 pandemic, many of these gains were lost between 2019 and 2021. Overall, the losses were not great, and this is a positive and commendable finding. Recognition should be given to our state's educators (administrators, teachers, and staff), parents, and policymakers. On the other hand, we must recognize that the current data may not give us the full picture of the impacts of the pandemic, as the number of students included in the 2020-21 data sources is notably less than previous years, despite Idaho being widely recognized as one of the fastest growest states in the nation. At this time, it is unclear the extent to which students temporarily or permanently left the state's public education system, and the return of those who did not participate in 2020-21 assessments may affect scores in future years.

While academic achievement losses were not substantial in most content areas reviewed, it is important to note that the amount of loss varied depending on the particular assessment and group or subgroups analyzed, with some race/ethnicity groups or other student subgroups losing ground more than others. Such performance differentials are not new to Idaho and have been noted before in previous AOC reports, both because of their persistence and also their magnitude. Important insights into the nature and scope of these performance differentials, however, are emerging from new cohort and longitudinal analyses of data from the past 5-7 years. These analyses reveal continuing structural problems within the educational system that appear to have not been addressed through past interventions. What this means going forward is that approaches to regain lost ground and accelerate growth for "all students" may not be the most cost-effective, strategic, and successful means to address current challenges. Instead, what is needed is development of strategic interventions targeted at specific content areas, grade levels, and student subgroups based on in-depth analyses of the data and intensive work with educators in the field, stakeholder groups, and parents/caregivers. Going forward, it will be important for the Board to carefully monitor this work so that when commonalities, synergies, and efficiencies emerge, they are coordinated and leveraged to maximize outcomes.

Though this is not an Idaho-only phenomenon, it is notable that mathematics proficiency rates are consistently lower than English Language Arts. Further, ISAT Math scores were more negatively impacted by the pandemic. ISAT Math performance decreases as students move through the system. Cohort analyses revealed distinct inflection points at specific grade levels where ISAT Mathematics performance diverged from proficiency expectations. Additionally, ISAT Math claim level analysis revealed that students perform better on some claims than others, and appears to indicate that students may grasp foundational functions but struggle with deeper mathematical thinking. All of these findings present an opportunity for strategically-focused professional development, curriculum development, and instructional changes.

Unfortunately, performance differentials between student subgroups persist on virtually all reviewed metrics including ISAT Math and ELA, IRI, and attendance and graduation rates. Additionally, it is concerning that student performance remains static over time on many metrics, with students in lower performance categories oftentimes remaining at the same performance level for most or all of their educational careers, and too many students who regress to lower performance categories as they move through the grades. Furthermore, since students in some subgroups are more likely to fall into lower performance categories, an expanded emphasis should be put on efforts to support students within subgroups to improve equity in the system.

Following are additional key recommendations developed from the AOC's work thus far:

- Since performance differentials exist across metrics, the Board should expand existing partnerships with stakeholder groups who represent specific student subgroups and work with them to identify new strategies to support students based on their specific needs.
- The Board should continue its support of the governor's ongoing K-3 literacy initiative while also pursuing their expanded focus on accelerated learning for K-4 literacy. These efforts should be focused on cohorts of students that appear to be most affected by the pandemic and continue into 4th grade to ensure that struggling students continue to receive the support they need to reach literacy proficiency.
- Given current mathematics performance, Idaho needs to immediately launch a sustained, intensive math initiative to address the structural problems in current systems. Fortuitously, the Board's current focus on Grades 5-9 math should fit nicely within this initiative since another key recommendation from the AOC is to convene a specific workgroup charged with addressing systemic mathematics weaknesses in the middle grades.
- The middle grades (roughly 5-9 but primarily 6-9) reveal inflection points for student outcomes. Most often these are the grades where student growth noticeably slows. Granted, the antecedents for this begin in the upper elementary grades, but middle school appears to be the place where all of the forces coalesce. Thus, a midde school work group should be convened to review all available data and formulate recommendations to improve middle school outcomes.
- The Board and SDE should support districts and schools in their efforts to plan, develop, initiate, and sustain their work to implement best practices to address chronic absenteeism.
- Idaho's overall graduation rate has not substantially improved and was impacted by the pandemic. Students often fall off-track in much earlier grades, so data can help to identify students who are exhibiting risk factors. Thus, early warning systems for school failure and non-completion need to be employed in all Idaho districts and schools so that students are closely monitored for early warning signals. Chronic absenteeism is

one of these signals, so Idaho's new emphasis on this as a school quality indicator dovetails well with this recommendation.

In closing, the pandemic affected Idaho student performance, but the sky did not fall. There is consistent evidence in the data of mild to moderate downturns in achievement scores across 2019 and 2021. Attendance rates, student engagement, graduation rates, and go on rates also eroded. There is ground to be regained on almost all fronts. But in a more positive vein, for the most part, the journey begins from levels seen from two to four years ago. Given Idaho's historical tendency to make modest (one to three percentage point) yearly gains on most metrics, accelerating growth will require resources and strategically focused efforts. But perhaps with renewed efforts to address the challenges now faced along with guidance from the data currently at our disposal the system can be reset to address persistent structural problems so that robust growth becomes the norm for all Idaho students regardless of their grade, race, or subgroup to which they belong.

SECTION 1: RECOMMENDATIONS

English Language Arts/Literacy and English Language Learning

Associated Analysis: AOC Recommendations Report, pages 23-34 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 15-54

Conclusions

It is a credit to Idaho students, educators, parents, and guardians that substantial, negative impacts on English Language Arts (ELA) outcomes due to the Covid-19 pandemic did not occur. Additionally, the finding that the three "all student" cohorts whose ISAT ELA data was analyzed longitudinally over numerous years of schooling had median scores at or above the proficiency cut score line by the late elementary or middle school grades was a highly positive finding.

On the other hand, some pandemic effects were seen, and those need immediate and sustained attention. Most notably, impacts occurred in grades 1-3 reading as measured by the IRI. Additionally, ongoing monitoring of student performance will be necessary to identify any delayed effects of the pandemic that might emerge.

The persistent and significant differential performance between student groups is a cause for concern. Learning gaps between groups remain too large and show little signs of narrowing. Too many students proficient or below remain in the same performance category over time, too many drop into lower performance categories (including advanced students), and too few move upwards.

Additionally, disaggregating the ISAT ELA assessment into its component parts and looking longitudinally at cohorts of students, revealed informative trends that provide insight into what might be occurring with curriculum and instruction across the grade span. If future cohort analyses show similar trends in student subgroup performance, strategic interventions are possible to remediate weaknesses and leverage successes in the systems serving these students.

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to accelerated learning for K-4 Literacy.
   a. Focus should be put on cohorts of students most impacted by the pandemic: 2021 Grades 1 and 2, and students in subgroups.
   b. Implement a short-term focus on supports through 4th grade for students who were in K-3 during the school years impacted by the pandemic.
   c. Ensure the state's new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions.
   a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific populations of students (subgroups, etc.).
2. In alignment with an AOC recommendation from the 2020 report,

Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data.

provide direction to districts and schools regarding identifying and reporting students participating in either part-time or full-time kindergarten (including disaggregation by free or fee-based participation).

3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations.
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies.
5. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

Mathematics

Associated Analysis: AOC Recommendations Report, pages 34-40 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 55-68

Conclusions

Overall math performance is substantially lower than comparable English Language Arts performance. Unfortunately, this trend is not new, and is not unique to Idaho. However, given the long-term challenges Idaho has had in improving math outcomes, we must consider the extent to which mathematics curriculum and instruction are effective for students across all grade levels, and in particular, for students in subgroups.

Modest gains made between 2017 and 2019 were lost during the pandemic (2021). For all grade levels except high school, percentages of below basic performers increased to their highest levels during 2021.

With the exceptions of English Learners, all other student subgroups experienced a decline in scores during the pandemic. The magnitude of the losses was similar between student subgroups and their relevant reference groups; thus, gaps neither substantially expanded or decreased during the pandemic, but historical differentials in performance persisted. English Learners improved across all of the years analyzed and the performance differential between ELs and non- ELs continued to lessen during the pandemic.

The pandemic appears to have been an equalizer across the rural/non-rural and school type divides. Over the pandemic years of 2019 to 2021, historically persistent and quite substantial, in some cases, achievement gaps between classes within these categories were reduced, and in some instances quite substantially. In the case of school types, the reductions might be due to shifting student populations as more students enrolled in virtual schools of all types at the height of the pandemic.

ISAT Math longitudinal cohort analyses at claim and composite score levels reveal substantial divergences from expected performance at what appear to be key grade levels. The degree to which these divergences were exacerbated by the pandemic is unknown at this time. The same troubling trends occurred consistently before the pandemic, so it is likely the data reflects persistent challenges with mathematics curriculum and/or instruction at specific grade levels.

There are slight but consistent performance differentials across the claims with student performance being highest on “Concepts” and lower on both “Solve Problems” and “Reason, Communicate.” This valuable data should be further mined, as it may reflect that students are understanding basic math concepts, but struggle with deeper mathematical reasoning.

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Use stimulus funds to expand the existing Math Initiative (I.C. 33-1627) and add a focus on grades 5-9 (as aligned to Board's commitment to accelerated learning).
   a. As aligned to the AOC's 2020 Recommendation, establish a K-12 Math Work Group.
   b. Task the K-12 Math Group with overseeing the expansion of the Math Initiative.
   d. The K-12 Math Work Group should include representatives from the following: Board, SDE, Division of CTE, STEM Action Center, math content experts, educators, and others as deemed appropriate by the Board.
   e. The K-12 Math Work Group should do or consider the following:
      – Conduct a scope and sequence analysis and use ISAT claim data to identify specific grades and math content where issues arise to target changes,
      – Time spent on math instruction, relative to other disciplines
      – Successes and challenges in providing quality math instruction and curriculum,
      – Structure of interventions and supports provided in math,
      – Impact of challenges that occur in middle school / junior high in regards to school culture, engagement, curriculum, and instruction and their impact on student achievement,
      – Whether the state should consider an early math assessment to

Long-term Actions

1. Based on recommendations from the Math Work Group, develop plans to address issues related to math instruction, professional development (etc.), and to expand the Math Initiative when appropriate.

provide more data regarding students' skills,
  - Whether the process of certifying teachers K-8 has an impact on math performance (particularly in grades 4-8),
  - Performance of other states and any strategies used by other states to improve stagnated math performance,
  - Make specific recommendations regarding instruction, professional development, etc.

2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Engage in the Math Initiative and expand partnerships with stakeholder groups committed to serving specific student populations.
2. As recommended by the AOC in the 2020 Report, build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
   a. Professional development efforts need to be embedded and connected to relevant content.
   b. Ensure math performance data (as provided in the 2020-2021 Student Achievement Report) is widely shared.
      - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes.

Long-term Actions

1. Work closely with the Board to develop and implement a strategic plan for the expanded Math Initiative and support the recommendations of the K-12 Math Work Group.
2. Work with the Math Work Group to review the wording of I.C. 33-1627 to determine if statutory language matches current needs in mathematics education, and submit suggested edits to the Board.

c. Ensure teachers are engaging in the depth and rigor of the standards.
   - We believe most districts and schools are teaching the standards, but the claim level math analysis reveals that teachers may not be consistently addressing deeper math skills, such as reasoning.

3. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.
4. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

High School - College Readiness, Graduation, and Go On Rates

Associated Analysis: AOC Recommendations Report, pages 40-50 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 83-99

Conclusions

In reviewing the college entrance exam data, no trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable. Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness. It is likely that this stability is at least in part because the PSAT is optional (not universally administered).

SAT scores over five years consistently show that less than a third of Idaho students meet college and career benchmarks and that there was no evidence of a significant pandemic impact on scores. From 2016 to 2021, there was a downward trend in the percentages of students who met both the math and evidence-based reading and writing college readiness benchmarks. The reasons for this are unknown, and may reflect a mix of aptitude and attitude (as fewer colleges and universities require the test for admission).

College and Career Readiness (participation in higher level math in middle school and in advanced and/or CTE courework in high school) declined between 2019 and 2021 to all time lows. Gaps between subgroups and their relevant reference groups, except for English Learners, grew to the largest levels since 2018, and all groups fell to new lows.

Four year graduation rates increased very slowly between 2017 and 2020, increasing by a total of 2.4 percentage points over the four years. These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels. The five year graduation rate between 2017 and 2020 was 2.0 to 2.6 percentage points per year higher than the four year graduation rate, but at the subgroup level the effect of the five year graduation rate was more substantial, ranging from 0 to 6 percentage points depending on the subgroup and year. The five year graduation rate is particularly beneficial in understanding the impact of alternative schools, for whom the five year graduation rates were as much as 10 percentage points higher than the four year graduation rates. There were some substantial impacts on specific subgroup graduation rates that may have been caused by the pandemic.

Go on rates for all groups and subgroups declined between 2018 and 2020. The All Students group declined by 10 percentage points.

Recommendations – High School (College Readiness, Graduation, and Go On Rates)

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education.
2. Review research from the SDE regarding early warning systems and develop plans to address dropout prevention.
3. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups.

Long-term Actions

1. Consider use of Grade 11 ISAT Scores in the state's Direct Admissions framework.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Gather evidence regarding Idaho districts' initiatives focused on early warning systems / dropout prevention and identify best practices used outside of Idaho. Present research and recommendations to the Board.
2. Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies.

Long-term Actions

1. Implement dropout prevention plan developed by Board.

Enrollment, Attendance, and Engagement

Associated Analysis: AOC Recommendations Report, pages 51-63 (below)
Associated Data: 2020-2021 Student Achievement Report (App A), pages 11-14 and 100-120

Conclusions

Adequate attendance and engagement were negatively impacted during the pandemic, but the negative effects were not evenly distributed across grades and subgroups. For example, from 2019 to 2021, adequate attendance (91-100% attendance) for elementary grades (K-5) only decreased by 2 percentage points, but it decreased by 9 points for grades 9 to 12.

Some race/ethnicity subgroups (all grades) had a more substantial drop in adequate attendance, with American Indians or Alaskan Natives, Blacks / African Americans, and Native Hawaiians, Other Pacific Islanders experiencing a decrease of 10 percentage points between 2019 and 2021. The Hispanic / Latinx group decreased at a similar rate, with a 9 percentage point drop.

The steady march toward student disengagement (from elementary to high school) continued unabated across the pandemic years. The trend for lower and lower student engagement as grade level increases is well-established in Idaho's data, and has been reported in national research literature. Student engagement positively correlates with a number of student outcome variables. While grades 3-5 had engaged percentages between 2019 and 2021 that were similar or increased slightly, in all other grades, student engagement dropped substantially (decreases of 9 to 11 percentage points) during the pandemic. There are a number of other differential effects like these depending on the grade and engagement domain being examined.

It is possible that the pandemic affected enrollments, however, at this time the extent of the effects is unclear. Current data reviews enrollment in the years before and during the pandemic, but does not include information regarding population growth or demographics. Additional analyses will be needed to fully understand how enrollment shifted in the years during and after the pandemic.

An important take away from these analyses is that attendance and engagement were differentially impacted between grades and student subgroups. Thus, as plans are developed to address unfinished learning that may have occurred, scarce resources should be strategically targeted to maximize their impact.

Recommendations – Enrollment, Attendance, and Engagement

Policy Recommendations – State Board of Education

Short-term Actions

1. Use stimulus funds (in alignment with the state's ARP ESSER Plan) to support districts and schools in launching specific efforts to improve student attendance, in alignment with the tiered model developed by Attendance Works.
2. Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education.
   a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.

Long-term Actions

1. Due to the clear relationship between student achievement and absenteeism, develop budget plans that address sustainability of funding support to districts for implementing strategies to reduce chronic absenteeism (Attendance Works model).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and strategies they can use to improve attendance (in alignment with the Attendance Works model).
   a. Given that pandemic effects on attendance varied by student subgroups, ensure districts and schools have the information they need to strategically target resources.
2. Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly.
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to districts for implementation of strategies (at the district level) to address attendance, mental health, and engagement.

data and models to districts for implementation.

4. Encourage districts and schools to continue to use school culture and/or engagement surveys (after the statewide administration is concluded) to inform their decision-making.

ISAT Assessment Remote Proctoring

Associated Analysis: AOC Recommendations Report, pages 63-65 (below)
Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 69-82

Conclusions

For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type. Brick-and-mortar schools overwhelmingly administered the assessments in the in-person format while online schools administered them using remote administration.

Across all races, ethnicities, subgroups, grade levels, rurality, and gender, for both the ISAT ELA and ISAT Math, no patterns emerged showing differential or problematic assessment administration patterns. Overall, relatively small percentages of students in all of these categories took the assessment remotely. In-person administration remained the dominant form of administration in Idaho.

In the case of both ISAT ELA and Math, depending on the grade level, race, ethnicity, or subgroup being compared, some differences did emerge in student performance between in-person and remote administration. Depending on what variables were examined, there were instances where remote administration resulted in higher performance and others where the opposite occurred. For example, for this report, 38 individual comparisons were made between groups across all of the figures. Twenty-three resulted in higher scores for remote administration, 13 higher for in-person, and 2 showed no difference. Additional years of data are needed to verify or refute these initial findings. Also, and importantly, it is not known at this time what the underlying causes might be for these differences. However, since the differences vary in their direction, it is possible to be random effect (particularly given some limited group sizes) and is not reason for substantial concern at this time.

Recommendations – ISAT Assessment Remote Proctoring

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue allowing districts (particularly those that are virtual) to remote proctor the ISAT, provided appropriate security measures are used.

Long-term Actions

1. Regularly re-evaluate the ISAT remote administration policy based on updated data.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to support remote administration, as requested by districts and following appropriate security protocols.

Long-term Actions

1. Provide annual data regarding remote proctoring of the ISAT, including student characteristics and ISAT performance disaggregated by assessment administration (remote vs. in-person proctored).

SECTION 2 - DATA ANALYSIS

English Language Arts/Literacy

Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.
- The first year of full administration of the Idaho Reading Indicator (IRI) by Istation was 2018-19. The assessment was not universally administered in Spring 2020 due to pandemic-related school closures, making that year of data unavailable. As a result, at this time, we have juts two years of data (2019 and 2021) with a year in-between. Thus, any conclusions drawn from the data should be considered preliminary, as additional years of data are needed for trends to be clear.
- For all ISAT ELA data, please note that 2017 scores are low relative to other years. This occurred during the early years of the exam when the assessment was undergoing a series of adjustments which may have negatively impacted scores.
- As noted in the Student Achievement Report, in 2017 and again in 2019-20, Idaho lowered the scores an English Learner (EL) must attain on the English Language Proficiency Assessment (the ACCESS). During the years prior to 2019-20, the scores required for exit were quite high and very few students exited the program. This resulted in an increase in the number of EL students. Thus, the 2018-19 ISAT data for ELs and English Learner Proficiency Assessment data should be understood with that expanded population in mind. In 2019-20, an additional 12% of ELs exited the program. Thus, the population of ELs in 2020-21 were more likely to be students genuinely in need of services, and any group size increases are more reflective of growth in the number of English Learners, rather than a lack of exits.

K-4 Literacy – Data Analysis and Interpretation

Idaho Reading Indicator (IRI)

The following interpretations pertain to Figure 6: IRI Fall to Spring Performance in Three Years on page 16 of the 2020-2021 Student Achievement Report, which shows fall and spring IRI performance for the last three school years, as available.

- The pandemic appears to have had a negative impact on IRI performance, as the percent of students at grade level fell 4.6 percentage points between Spring 2019 and Spring 2021.
    - There were 2,013 more students who performed below grade level in 2021 and an additional 1,925 students who performed near grade level.
    - Similarly, there were 4,027 fewer students who performed at grade level in spring 2021 when compared to spring 2019.

And additional graph provides more detail concerning possible pandemic effects and their magnitude. The following interpretations pertain to Figure 7 on page 17 of the 2020-2021 Student Achievement Report, showing fall and spring IRI performance for the past three school years, broken down by grade.

- Looking across the 2018-19, 2019-20, and 2020-21 years, kindergarten was not appreciably affected. Percentages in each performance category fluctuated but these changes are within the range of expected year-over-year changes in performance. This holds true for both fall and spring assessments.

- 1st, 2nd, and 3rd grades appear to have been negatively impacted by the pandemic. In all three grades, Fall 2020 IRI scores were the lowest of the three years, and Spring 2021 scores were also the lowest of the two years of available data. The percentages of students performing at grade level in spring went down in all three grades between 2019 and 2021.
    - 1st grade dropped 7.2 percentage points;
    - 2nd grade dropped 6.1 percentage points; and
    - 3rd grade dropped 3.1 percentage points.

The following interpretations pertain to Figures 8-10 and Figures 16-23 on pages 18-19 and 23-26 of the 2020-2021 Student Achievement Report, which review IRI scores by Race / Ethnicity, Subgroups, and Gender and examine differential scores between student groups and their reference group (students not a part of the subgroup).

- With the exception of Asian or Pacific Islanders and Females, all subgroups performed lower on the Spring 2021 IRI than in Spring 2019. Percentages of students performing below grade level and near grade level increased across all subgroups.

- Figures 16-23 provide additional information about subgroup performance. The graphs compare subgroups of students to relevant reference groups. In all instances, subgroups and their reference groups performed lower Spring 2021 than Spring 2019.
    - With the exception of Students with Disabilities and Economically Disadvantaged Students, performance gaps between subgroups and reference groups slightly increased by 1-2 percentage points.

- The IRI score gap between Students with Disabilities and those without closed slightly between 2019 and 2021. The gap between these groups was 42.7 percentage points in 2019 and decreased to 39.4 percentage points in 2021.
  - The percentage of Students with Disabilities who scored at grade level on the IRI was only a 1.5 percentage points lower in 2021, while the at grade level rate for the reference group was 4.8 percentage points lower.
  - This may be a result of a shift in student population that tested or it may reflect that some of the individualized support provided to Students with Disabilities allowed them to experience less disruption to instruction during the pandemic than their peers. Additional years of data will reveal whether the gap closure between these groups can be maintained.
- The gap between Economically Disadvantaged students and their reference group decreased by .6 percentage point. Although this is a small amount of gap closure and only for one year, it is still a positive finding. Again, it is important to note the population change (fewer students in the Economically Disadvantaged group) that has happened in recent years related to tracking free and reduced lunch status.

The following interpretations pertain to Figure 11 on page 20 of the 2020-2021 Student Achievement Report, which is a new way of looking at IRI data. It examines two years of data and provides the percentages of students who scored in the same performance category or had their performance go up or down the following year.

- Student IRI performance from 2018-19 to 2020-21 was quite consistent.
  - Sixty-six percent of second graders, 75% of third graders, and 71% of all students scored in the same performance category in Spring 2021 that they were at when tested in Spring 2019. This means that a student who was below grade level in Spring 2019 had a high probability of remaining below grade level when tested again in Spring 2021. The same holds for the other two performance categories.
  - There was some movement between performance categories. Fifteen percent of 2nd graders and 11% of 3rd graders in spring 2021 had dropped one or more performance categories over the time interval, and 19% and 14% respectively had increased one or more performance categories.

The following interpretations pertain to Figures 12-15 on pages 21-22 of the 2020-2021 Student Achievement Report. These graphs provide information about full-time versus part-time kindergarten in Idaho.

Definitions:

- ✓ Part-time kindergarteners: Students who attend kindergarten a partial day, 4 to 5 days per week or for a full school day 2 to 3 days per week.

- ✓ Full-time kindergarteners: Students who attend kindergarten for a full school day, 4 to 5 days per week, thus completing similar instructional hours as other elementary students in their LEA.

Additional Data Considerations:

- ➢ The state has not had a defined process for collecting data regarding students attending kindergarten part-time vs. full-time.
- ➢ The state has not provided training to LEAs regarding reporting this data or checking it for accuracy.
- ➢ As the data currently stands, it is difficult to disaggregate the data by student characteristics (race/ethnicity, student subgroup, etc.).
- ➢ Currently, the full-time kindergarten data cannot be separated by students receiving full-time kindergarten for free versus those whose parents are paying a fee. This critical contextual information to understand the performance results is lacking.

Analysis:

- During both 2018-19 and 2020-21, students who attended full-time kindergarten demonstrated more growth on the IRI from fall-to-spring than their part-time kindergarten peers.
- In spring 2019, the IRI proficiency rate for full-time kindergartners (67.2%) was 4.6 percentage points higher than for those who attended part-time.
- In 2021, the proficiency rates for the groups only differed by .5 percentage point. Given the challenges with the 2021 data, it is impossible to know if this is due to changes in the student populations represented, impacts of the pandemic, a flaw in the data, or some other mitigating factor.

Idaho Standards Achievement Test (ISAT) ELA, Grades 3 and 4

The following interpretations pertain to Figures 31, 32, and 34 on pages 34-35 and 37 of the 2020-2021 Student Achievement Report. These figures take a closer look at the ISAT ELA by grade, with a particular emphasis on grades 3 and 4 (in alignment with the Board's priority for accelerated learning).

- Figure 31 and 34 reveal that ISAT ELA scores fluctuate year-over-year. When this natural movement is taken into consideration, the pandemic does not appear to have impacted 3rd and 4th grade ISAT ELA scores over the three-year time span.
    - There was an increase in 3rd grade below basic students over the three years, but the higher percentage in this category in 2021 might fit a trend starting in 2018.

  - 4th grade score profiles show no clear up or down trends.

- When mean scores are examined (Figure 32), there does appear to be a modest pandemic effect. Both 3rd and 4th graders' 2021 scores regressed to 2017 and 2018 levels respectively. In both grades, this regression halted three year upward trends in mean scores.
  - It is likely that the variation between these graphs (differences between the score categories shown in Figures 31 and 34 vs. the mean scale scores shown in Figure 32) is reflective of students' yearly scale scores increasing or decreasing within their score categories, but these changes not often shifting them out of the category.
  - Thus, while the impact of the Covid-19 pandemic on 3rd and 4th grade students' ISAT ELA scores was not substantial, it is important to remain vigilant in accelerating instruction for all students in order to address disrupted instruction.

Related English Language Arts Data – Data Analysis and Interpretation

ESSA Consolidated State Plan Goals – English Language Arts, All Grades

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

It is important to note that the student achievement percentages in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the corresponding Student Achievement Report (the 2021 Actual data will not align exactly to the 2020-21 data in Appendix A), as that data represents all students, not just those continuously enrolled.

Table 1: ESSA Consolidated State Plan Long-term Goals for English Language Arts

Student Group	2016 Baseline	2019 Interim Target	2019 Actual Performance	2021 Interim Target	2021 Actual Performance	2022 Long-Term Goal
All Students (Grades 3-8 and 10)	**53.0%**	**60.8%**	**55.6%**	**66.1%**	**54.5%**	**68.7%**
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%

American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%
Hispanic or Latino	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, no student group is currently on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 14.6 percentage points (range 7.8-25.0) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

Idaho Standards Achievement Test ELA, All Grades

The following interpretations pertain to Figures 33-38 on pages 36-41 of the 2020-2021 Student Achievement Report.

- With English Learners being the only exception, there were no appreciable trends up or down and no substantial COVID impacts on ISAT ELA performance categories, whether considering results across all grades and all students (Figure 33), individual grades with all students (Figure 34), students subgrouped by race/ethnicity (Figure 35), students grouped by subgroup (Figures 36-37), or students grouped by gender (Figure 38).
- Although the Idaho public education system continues to be challenged to steadily increase the number of students in higher performance categories and to close achievement gaps, in considering students' ELA performance, the system appears to have been, at least in the near term, relatively resilient to a shock like the pandemic.
- As shown in Figure 36, between 2018 and 2021, English Learners experienced steadily increasing performance. The EL subgroup was the only subgroup that experienced such a substantial, positive trend in assessment performance.
    - Students performing at Proficient and Advanced levels increased nearly 11 percentage points from 12.5% to 23.4%.
    - Students performing Below Basic decreased by 13.6 percentage points from 62.7% in 2018 to 49.1% in 2021.

The following interpretations pertain to Figures 48-51 on pages 51-54 of the 2020-2021 Student Achievement Report. This section reviews ISAT ELA performance differentials (gaps) between subgroups and their relevant reference groups from 2017 to 2021 to reveal trends and any changes to them from 2017 to 2019 or during the pandemic.

- As previously stated, there is evidence the gap between English Learners and native English speakers is narrowing due to improved EL performance. This is a significant positive finding.
- Figure 48 shows a small reduction in the gap between students who are Economically Disadvantaged and their peers. However, as previously noted, analyzing this data is particularly challenging due to changes in how students are being identified as economically disadvantaged.
- Figure 49 reveals a trend that needs attention. Over the four assessments administered between 2017 and 2021, the gap between Students with Disabilities and their reference group steadily increased each year, and over the period of the pandemic this trend did not change.
    - This is particularly interesting given that it conflicts with the gap closure seen between these two groups on the IRI. The 2021-22 performance data for both the IRI and ISAT assessments will be essential in understanding the gap between these groups.
- Figure 51 shows a reduced gap between rural and non-rural students. This may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic.
- Figure 51 reveals substantial changes in gaps between types of schools. The pandemic appears to have been the "great equalizer" across school type.
    - In the past, the largest gap had been between charter schools and district virtual schools with gaps of 20 percentage points or more. In 2021, this gap was reduced to 9 percentage points.
    - Traditional schools, district virtual schools, and virtual charter schools all performed roughly equally on the 2021 assessment. Prior to 2021, the gaps between these three school types ranged from 1 to 14 percentage points.
    - The cause for these reductions might be shifts in school populations resulting from the pandemic (see the Enrollment analysis). Thus, school types that might have historically enrolled lower performing populations may have had more varied populations due to enrollment shifts caused by the pandemic. If higher performing students entered their student populations, it could have caused higher average scores.

- No other gaps narrowed or widened appreciably between 2017 and 2021. What did occur was a slight suppression of scores between 2019 and 2021 that affected subgroups and their relevant reference groups for the most part similarly.

The following interpretations pertain to Figure 39 on page 42 of the 2020-2021 Student Achievement Report.

- There is movement between performance levels, with some students improving performance between 2019 and 2021.
    - Approximately 38% of students who were Basic in 2019 moved into higher performance categories, demonstrating that students who are closer to proficiency may reach it in a reasonable period of time.
    - Of students who scored Below Basic in 2019, 30% moved to Basic, and 9% moved to Proficient or Advanced.
    - 20% of students who scored Proficient in 2019 scored Advanced in 2021.
- Student scores sometimes remained stagnant or worsened between 2019 and 2021.
    - 60% of students who scored Below Basic in 2019 remained Below Basic in 2021.
    - For the Basic and Proficient performance categories, roughly 20-25% of students fell into lower performance categories by 2021.
    - For Advanced students in 2019, 41% dropped into lower performance categories, with a large majority of those performing at Proficient.
- It is interesting to note that the percentages of students moving up from Below Basic and down from Advanced between 2019 and 2021 was roughly the same. About 40% of both groups moved.

Cohort analyses provided additional insights. The following interpretations pertain to Figures 40-42 on pages 43-45 of the 2020-2021 Student Achievement Report. In these graphs, three cohorts of students (students in grades 10, 8, and 7 in 2021) were longitudinally analyzed at the All Student group level by claim score, composite score, and grade.

- These graphs reflect positively on Idaho students, teachers, administrators, and parents/guardians. In all three cohorts, students grow over time on all claims and the composite and their mean scores surpass the proficiency cut. While not all students perform above the cut score, the group averages reflect that a majority do. This accomplishment should be recognized.
- Figures 40-42 do not reveal apparent pandemic effects on mean ISAT ELA scores of these cohorts, either in the composite or individual claims.
    - In general, across all the cohorts reviewed (students in grades 7, 8, and 10 in 2021), growth rates for ISAT ELA were maintained for all claims and the composite.

The following interpretations pertain to Figures 43-47 on pages 46-50 of the 2020-2021 Student Achievement Report. These graphs provide longitudinal cohort data by ELA claims and subgroups. Please note, these graphs represent only one cohort of students, those who were in third grade in 2016 and had progressed to eighth grade in 2021.

- With only a few exceptions, when looking across claims and the composite score, and regardless of the subgroup considered, if a group's mean score falls below the black Proficency Cut Score line in 3rd grade, it is unlikely that the group will ever reach the Proficiency Cut Score line in any of the remaining grades.
- Economically Disadvantaged Students and English Learners have solid growth up through 5th or 6th grade (on all claims and the composite) and then their performance begins to level off.
    - If the strong relative growth that occurs in early elementary were sustained, these two groups would most likely achieve proficiency at some point in their K-12 academic career.
- ISAT ELA mean scores for the Listening and Writing Claims for all race / ethnicity and other student subgroups (Figures 45 and 46) show a slowing of the growth rate between 5th and 8th grades.
    - This cohort of students does not have 7th grade scores because of the pandemic, so it is unknown at this time how instructional disruptions caused by the pandemic might have influenced these scores.
- ELA Research Claim score profiles for student groups and race / ethnicity (Figure 47) show an increase in growth rates between 4th and 5th grades. After the 5th grade, however, the growth rates decrease.
    - Asian / Pacific Islanders; Hawaiian / Other Pacific Islanders; and Black / African Americans are exceptions. Their slow down occurs after the 6th grade.
    - This cohort of students does not have 7th grade scores because of the pandemic, and the pandemic may have had an effect on their mean claim scores.

ESSA Consolidated State Plan Goals – English Learners' Progress in Achieving English Proficiency

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners' Progress in Achieving English Language Proficiency, as measured using the English Language Proficiency Assessment. The long-term goals were calculated to reduce the number of English Learners who are not making expected progress towards English language proficiency by one third by 2023.

Additional Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the scores required for ELs to exit the program in both 2017 and again in 2019-20. The latter shift was more substantial, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2020-21 Student Achievement Report will not match the data provided in Table 2 below. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English language proficiency assessment (the ACCESS 2.0). On the other hand, Table 2 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan. Due to changes in cut scores on the assessment used, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

Table 2: ESSA Consolidated State Plan Long-term Goals for English Learners' Progress in Achieving English Language Proficiency*

Student Group	2018 Baseline	2019 Interim Target	2019 Actual Performance	2021 Interim Target	2021 Actual Performance	2023 Long-Term Goal
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	82.7%

- English Learners did not meet ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, English Learners are not on target to meet 2022 long-term goals.
- The group scored 31.2 percentage points below the target.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data, pandemic effects, and changes to the assessment cut scores and the EL exit criteria (which affected the population identified as EL).

English Language Proficiency Assessment

The following interpretations pertain to Figure 24 on page 28 of the 2020-2021 Student Achievement Report.

- In 2020-21, Idaho EL students spoke 114 native languages, down from 134 in 2018-19. Spanish is the most common (83%). The other four most common languages are Swahili, Arabic, Russian, and Kinyarwanda, with 3% or less speaking each of these languages.

The following interpretations pertain to Figures 25 and 26 on page 29 of the 2020-2021 Student Achievement Report.

- EL performance (all grades) on the English Language Proficency Assessment was consistent in 2018-19 and 2019-20, but lower in 2020-21, with higher percentages of students falling into the the Entering (1), Emerging (2) and Developing (3) categories than the prior two years.
    - While English Learners had strong performance on the ISAT ELA in 2021, their performance on the EL assessment may reflect a slight pandemic effect
- Over the 3 years represented in Figure 26, the percentages of "Waived" students performing at the "Developing" level increased markedly with a decrease in the number of students performing at the "Expanding" level.
    - The "Waived" column represents students who qualified for EL services but whose parents/guardians opted them out.
    - This is a cause for concern, as it may reflect that students who need services are not receiving them.
- The 2020-21 class had a higher number of "1st Year" students who scored at the lowest performance category ("Entering") than was seen in previous years. These students have rudimentary English skills and will need sustained, intensive EL instruction to grow their language skills.
- The "Continuing" columns display the performance of students who have received EL services for more than one year. Student performance was highly consistent across 2018-19 and 2019-20, but performance dropped at the 2020-21 assessment point.
    - The percentage of students performing at the "Expanding" level dropped by 9% from 26% to 17%.
    - All performance categories below "Expanding" increased and those above decreased revealing a widespread deterioration in performance.

The following interpretations pertain to Figure 27 on page 30 of the 2020-2021 Student Achievement Report, which shows the number of EL students who exited per grade in 2021, as well as the length of time they were in the program prior to exiting.

- Most EL students exited in the upper elementary grades, with grade 4 having the highest number of exiters (511) in 2021.
    - Sixty-nine percent (n=1,233) of all exits occurred between 2nd and 5th grade. Of this group, 55% exited after five or more years in the program, 23% exited after four years, and 17% exited after three years.

- Prior to the 4th grade, and as would be expected, a large majority of the exits occur at the three and four year points, whereas during and after the 4th grade, a large majority of exiters have been in the program for five or more years.
- By adding up all of the exiters for 2020-21 (approximately 1,797) and dividing the sum by the total 2020-21 EL population (n=17,753), roughly 10% of the 2020-21 EL population exited. This percentage of exiters is not particularly concerning at this time, as it aligns to national trends.

Mathematics

Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.

5-9 Math – Data Analysis and Interpretation

Idaho Standards Achievement Test (ISAT), Grades 5-8

The following interpretations pertain to Figure 56 on page 59 of the 2020-2021 Student Achievement Report. This graph focuses solely on 5th through 8th grades across 2017 to 2021.

- Between 2017 and 2019, the percentage of students performing at the Advanced level increased by roughly 2 to 3 percentage points, but these gains were lost in 2021. 2021 Advanced percentages regressed to levels slightly lower than those in 2017. This likely reflects an impact of the Covid-19 pandemic.
- Between 2017 and 2019, 5th, 6th, and 7th grades each experienced a little over 2 percentage point decreases in the Basic category, but the percent of students who scored Basic returned to 2017 or 2018 levels in 2021.
- For grades 5-8 across the pre-pandemic years 2017-2019, no notable changes occurred in either the Below Basic or Proficient categories.
- Percentages of students who scored Below Basic jumped to their highest levels ever in 2021, and percentages in the Proficient category dropped to their lowest levels ever.

Grades 8 and 9 Math Course Completion

Data analyses, conclusions, and recommendations regarding 8th and 9th grade course completion data will be covered in an addendum available in summer 2022.

Related Mathematics Data – Data Analysis and Interpretation

ESSA Consolidated State Plan Goals - Mathematics, All Grades

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho's first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

It is important to note that the student achievement percentages shown in Table 3 in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the Student Achievement Reports for the corresponding years (the 2021 Actual Performance will not match Appendix A), because the data in the Student Achievement Report represents all students, not just those who are continuously enrolled.

Table 3: ESSA Consolidated State Plan Long-term Goals for Mathematics

Student Group	2016 Baseline	2019 Interim Target	2019 Actual Performance	2021 Interim Target	2021 Actual Performance	2022 Long-Term Goal
All Students (Grades 3-8 and 10)	**41.6%**	**51.3%**	**45.1%**	**57.8%**	**40.3%**	**61.1%**
Economically Disadvantaged	30.3%	41.9%	32.8%	49.7%	27.6%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	38.8%	9.1%	43.5%
English Learners	7.1%	22.6%	15.7%	32.9%	14.6%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	68.8%	57.7%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	41.8%	17.8%	46.3%
Black / African American	22.2%	35.2%	19.8%	43.8%	16.8%	48.1%
Hispanic or Latino	22.0%	35.0%	25.9%	43.7%	21.4%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	44.7%	38.3%	52.0%	32.9%	55.7%
White	46.6%	55.5%	50.3%	61.4%	45.5%	64.4%
Two or More Races	42.2%	51.8%	46.0%	58.3%	40.7%	61.5%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for mathematics. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 20.4 percentage points (range 11.1-29.7) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

Idaho Standards Achievement Test - Math, All Grades

The following interpretations pertain to Figure 52 and 57 on pages 55 and 60 of the 2020-2021 Student Achievement Report, which provides the all students, all grades ISAT Math data from 2014-15 to 2020-21 and the ISAT Math Performance by Grade for 2018 through 2021.

- The "All Students, All Grades" group made incremental progress between 2014-15 and 2018-19. However, between 2018-19 and 2020-21, the gains eroded.
    - From 2014-15 to 2018-19, the percentage of students scoring Advanced increased by 6 percentage points. In 2021, the percent Advanced fell back to 2016-17 levels.
    - The percent for Proficient remained relatively stable from 2014-15 to 2018-19, but decreased by 1.8 percentage points between 2018-19 and 2020-21.
    - The percent of students scoring Basic decreased by about 4 percentage points from 2014-15 to 2018-19. In 2021, the percentage performing Basic returned to roughly the levels found during the two years prior to the pandemic (i.e., 2017-18 and 2018-19).
    - While the percentage of students scoring Below Basic remained relatively stable from 2014-15 to 2018-19, it increased by 3.1 percentage points in 2020-21 to the highest level ever since the start of administering the ISAT by Smarter Balanced assessment. This equates to an additional 4,839 students scoring Below Basic when compared to the number who would have done so if the historical average was applied.
- Figure 57 displays student scores by grade. For all grades except high school, 2020-21 resulted in the lowest percentages of students performing at Proficient and Advanced levels over the 2017-18 to 2020-21 time interval. Reductions from 2019 levels ranged from 1.9 to 3.4 percentage points.
- Percentages at the Basic level changed very little over this period, but Below Basic percentages did. From 2019 to 2021, students scoring Below Basic increased from 1.1 percentage points (high school) to 4.8 percentage points (grade 4).

- Percentages of high school students scoring Proficient or Advanced remained stable from 2019 to 2021.

The following interpretations pertain to Figures 58-64 on pages 61-67 of the 2020-2021 Student Achievement Report. These graphs provide ISAT Math data by grade, race/ethnicity, student subgroups, and gender, and compare scores between the student groups and their reference groups (students not a part of the subgroup).

- Figure 58 displays scores across 2018 to 2021 for race/ethnicity. Across all subgroups, percentages of students scoring Below Basic increased between 2019 and 2021 after holding relatively steady in 2018 and 2019. Increases ranged from 1.5 to 10.6 percentage points.
    - The Native Hawaiian, Pacific Islander group experienced the 10.6 percentage point increase in students scoring Below Basic. With no intent to minimize the magnitude and importance of this change, it is notable that this is the smallest race/ethnicity group (approximately 500 students statewide), resulting in the possibility of substantial variation in the group's year-over-year statistics.
    - The American Indian or Alaskan Native and Hispanic/Latinx groups experienced increases in the percentage of students scoring Below Basic of 5.4 and 5.2 percentage points, respectively.
- As shown in Figures 59-60 and 62-64, with the exception of English Learners, performance differentials between student subgroups (Economically Disadvantaged, Students with Disabilities, Migrant, and Foster) remained the same or slightly worsened during the pandemic.
    - English Learners substantially improved in performance between 2018 and 2019 and then sustained all of those improvements in 2021 (Figure 59). The comparison of ELs to their reference group (Figure 62) further indicates that the gap between these groups is closing, even through the pandemic. This is exceptional performance that should be recognized.
    - After stable performance during 2018 and 2019, Economically Disadvantaged students performing Below Basic increased 4.6 percentage points (Figure 59). While the ISAT Math proficiency rate for Economically Disadvantaged students decreased in 2021, the gap between these students and their peers closed slightly (Figure 62).
    - Students with Disabilities experienced a steady but a small deterioration in performance across all three years (Figure 59). The percentages of Students with Disabilities scoring Below Basic increased from 69.7% in 2018 to 71.3% in 2019 and then to 73.2% in 2021.
        - ISAT Math performance of Students with Disabilities does not appear to have been impacted by the pandemic, and ISAT Math performance

differential between Students with Disabilities and their peers closed slightly between 2019 and 2021 (Figure 64).

- Migrant students appear to have been impacted by the pandemic. After improved scores in 2019 (fewer students in basic and below basic and more students proficient), Migrant students lost ground in 2021.
  - The percentage who scored proficient or advanced decreased by over 4 percentage points, while the below basic category grew by 6.6 percentage points (Figure 60).
  - The differential in ISAT Math proficiency rates between Migrant students and their peers grew slightly in 2021 (Figure 63).
- Students in Foster Care have had a slight increase in the percentage of students scoring Basic or Below Basic in 2021 when compared to the two prior years (Figure 60). ISAT Math proficiency rates were also down for both Students in Foster Care and their reference group, but the differential between them closed slightly between 2019 and 2021 (Figure 63).

- Figure 61 displays 2018-2021 scores by gender. After stable performance across 2018 and 2019, male and female performance slightly dropped in 2021.
  - The percent of females who scored Below Basic increased by 4.8 percentage points in 2021; the percent of males performing Below Basic went up by 2.2 points.
  - Basic performance remained stable between 2019 and 2021, but percentages of students performing at Proficient and Advanced went down slightly.

The following interpretations pertain to Figure 65 on page 68 of the 2020-2021 Student Achievement Report, which compares the ISAT Math performance of schools based on school type and by rural / non-rural from 2017 to 2021.

Additional Data Considerations:

- Concerning rural/non-rural performance changes, these may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic; however, further research is needed to support or refute this hypothesis.

- Concerning performance by school type, it is important to consider shifts in student populations, particularly since some student mobility was driven by the pandemic and was probably temporary. Thus changes in performance might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

Analysis:

- It appears the pandemic served as an equalizer of performance across these groups since most historical differences between them substantially decreased.
- The pre-pandemic historical gap between rural and non-rural districts of about 8 percentage points decreased to 4.6 percentage points in 2021.
- The pre-pandemic historical range of 26-35 percentage point gaps between charter schools and virtual schools and virtual charter schools decreased to 10-15 percentage points in 2021.
- The pre-pandemic historical range of 13-21 percentage point gaps between traditional schools and virtual schools and virtual charter schools decreased in 2021 to 0 percentage points for virtual charter schools and 5 points for virtual schools.
- The only school types that did not experience a substantial change in gap was between charter schools and traditional schools. The pre-pandemic historical gap had been decreasing each year 1-2 percentage points from a 14 point high in 2017. This trend continued during the pandemic when the gap hit a low of 10 percentage points.
- Math proficiency in virtual charter schools and virtual schools most likely benefited from the pandemic. Math proficiency increased 10-14 percentage points between 2019 and 2021.
- Math proficiency in traditional schools and charter schools was most likely negatively impacted by the pandemic. Math proficiency decreased 5-6 percentage points between 2019 and 2021.

The following interpretations pertain to Figures 53-55 on pages 56-58 of the 2020-2021 Student Achievement Report. These graphs provide a longitutdinal analysis of ISAT Math composite and claim scores for the cohorts of students in grades 7, 8, and 10 in 2020-21.

- Figures 53 and 54 follow two cohorts from their 3rd grade year to 2021 (when they were in 7th and 8th grade, respectively). Between 3rd and 4th grades, both cohorts grew at rates similar to the black Proficiency Line on all claims and the composite score. Then between 4th and 5th grades, both cohorts diverge from the Proficiency Line and begin underperforming on all claims and the composite.
    - The divergence between the cohorts' mean performance and the proficiency cut (for all claims and the composite score) continues and becomes more pronounced throughout the later grades.
    - While both cohorts experienced substantial divergence between their mean performance and the proficiency cut pre-pandemic, it is likely instructional disruptions during the pandemic exacerbated this trend in 2021 (though the extent is not yet fully clear).

- Figure 55 displays results by claim and composite score for the 10th grade cohort. The 10th grade cohort exhibited a noticeable decrease in performance relative to the Proficiency Cut Line (for all claims and the composite) after the 4th grade.
    - From the 5th grade to the 8th grade, both composite and claim scores tracked roughly parallel to the Proficiency Line but consistently underperformed it.
    - After the 8th grade, there was a substantial downturn in the composite and claim scores resulting in negatively sloped lines, meaning that on average achievement scores decreased between 8th and 10th grades. How much this decrease was caused or exacerbated by the pandemic is unknown at this time.
    - Please keep in mind that this cohort's 4th grade year was 2015. Idaho adopted the Idaho Core Standards in 2011 but it took Idaho educators 3-4 years to implement the significant curricular and instructional changes required by the new, more rigorous standards. Additionally, the 2014-15 year was the first full administration of the ISAT by Smarter Balanced assessment. Thus, this cohort probably did not receive as closely aligned curriculum and instruction to the new standards that the previously discussed 7th and 8th grade cohorts received.
- No matter the cohort, there are slight but consistent performance differentials across the claims with student performance being highest on "Concepts" and lower on both "Solve Problems" and "Reason, Communicate."

College and Career Readiness, Graduation, and Go On

College and Career Readiness

An important outcome of Idaho's K-12 public education system is College and Career Readiness. The following information provides results of analyses of a series of figures in the 2020-2021 Student Achievement Report displaying College and Career Readiness data.

Data Considerations

- College and Career Readiness is measured differently at different grade levels. The data provided in the Student Achievement Report combines the data for all students, grades 8 to 12, so multiple metrics are included. For grades 8 and 9, the measure calculates participation in advanced math. For high school students, the measure indicates participation in advanced and CTE coursework, including AP courses, IB courses, dual credit courses, apprenticeships, and qualifying for a CTE technical competency credit.
- Group sizes for Foster students, Migrant students, and to a lesser degree English Language Learners are quite small so the yearly statistics for these groups may vary more than they would if the group sizes were larger. This makes comparisons over shorter spans of time more unreliable.

- No disruptions in collecting this data occurred because of the pandemic.

The following interpretations pertain to Figures 83-85 on pages 84-86 of the 2020-2021 Student Achievement Report. These graphs provide College and Career Readiness data for 2018 to 2021 for all students and also disaggregated by a number of subgroups.

- College and Career Readiness for the All Students group (grades 8-12) fell to an all-time low of 81.5 % during the pandemic years of 2020 and 2021. The low was 7.1 percentage points below the all time high, 88.6%, attained in 2019.
- With the exception of Migrant and Foster Students, all other groups represented in these figures experienced decreases during the pandemic years. Decreases from pre-pandemic highs averaged 10.2 percentage points.
    - Following is decrease in College and Career Readiness by student subgroup: English Learners (7.1), Economically Disadvantaged (12.7), Students with Disabilities (22.0), Hispanic or Latino (6.9), Females (5.4), and Males (8.8).
    - After having increased from 73.0% in 2018 to 82.4% in 2019, Migrant Students held relatively steady across 2020 (79.9%) and 2021 (83.8%). This is a quite small group of students so statistics may fluctuate more.
    - After having decreased from 78.1% in 2018 to 71.4% in 2019, Foster Students held relatively steady across 2020 (68.6%) and 2021 (70.0%). This is a very small group of students so statistics may fluctuate more.
- Between 2018 and 2021, the size of performance differentials between student subgroups and their reference groups varied depending on the group. Some increased, some remained the same, and some decreased.
    - The gap in scores between Economically Disadvantaged students and their peers expanded from roughly 8 percentage points prepandemic to 11.9 in 2021.
    - The differential for Students with Disabilities expanded from roughly 25-30 percentage points prepandemic to 41.3 in 2021.
    - The differences between genders expanded from roughly 2.5-3.5 percentage points prepandemic to 6.8 in 2021.
    - After a 7 percentage point reduction between 2018 and 2019, the differential for Migrant Students continued to decrease during the pandemic so that the group was 2.4 percentage points *higher* than their reference group in 2021. The 2021 percentage of 83.8% is an all-time high for this group. This is a small group of students so statistics will have greater variability year-over-year, but if this trend continues in future years, this will be a very positive finding.
    - After expanding 9 percentage points to a 17.2 point difference between 2018 and 2019, the differential for Foster Students decreased to 11.5 percentage points in 2021. This reduction, however, was mostly due to decreases in

reference group performance instead of improved scores for Foster Students, which were stable during 2020 and 2021. This is a very small group of students so statistics may fluctuate more.

- English Learner differentials appeared to cycle up and down between 2018 and 2021. The differential expands one year to 21-22 percentage points and then decreases the next to 17.0. This cycle occurred twice between 2018 and 2021. Additional years of data are needed to establish trends in this data.
- Hispanic or Latino student differentials remained in a tight range of 2-3 percentage points across 2018 to 2021. This is a very positive finding and should be recognized and celebrated. But having said this, renewed efforts are needed so even a differential this small is rapidly closed in the coming years.

The following interpretations pertain to Figure 86 on page 87 of the 2020-2021 Student Achievement Report. This graph provides College and Career Readiness data for 2018 to 2021 disaggregated by school type and rural/non-rural.

- Percentages of College and Career Readiness for Charter Schools steadily decreased by one percentage point each year from 94% in 2018 to 91% in 2021.
- Traditional Schools hit an all-time low of 85% in 2021 after remaining between 89% to 92% the previous three years.
- College and Career Readiness percentages for a small group of Virtual School students (less than 100 in size) grew from a low in 2018 of 58% to 72% in 2020. Between 2020 and 2021, this group's size more than tripled and the percentage participating increased to 85%, on par with Charter Schools and Traditional Schools.
- College and Career Readiness percentages for Virtual Charter Schools increased from 57% and 56% in 2018 and 2019 to 63% in 2020. The percentage then fell back to 60% in 2021. There might have been a slight upward trend in this data that was then attenuated by the pandemic, but given the relatively small size of this group and no strong trends, additional years of data are needed.
- Rural School percentages of College and Career Ready students held steady at 91% for 2018 and 2019. This percentage dropped to 88% in 2020 and then to 80% in 2021. It appears this group of students may have been negatively impacted by the pandemic.
    - From 2018 to 2020, Rural Schools had higher percentages of College and Career Ready students when compared to Non-Rural Schools, but the differential was decreasing each year. It dropped from a high of 7.8 percentage points in 2018 to 3.0 percentage points in 2020. Between 2020 and 2021, however, Non-Rural Schools began to outperform Rural Schools by 2.2 percentage points.

- Non-Rural School percentages increased from 83% to 87% between 2018 and 2019, decreased to 85% in 2020, and then decreased again to 82% in 2021. It appears this group of students was also negatively impacted by the pandemic.

College Entrance Exams – Data Analysis and Interpretation

PSAT

Additional Data Considerations:

- The PSAT is fully optional for students. Thus, results should not be generalized to all high school students in Idaho.
- The SAT college entrance exam has historically been required for graduation, so students taking it were likely doing so with the assumption it was required.

The following interpretations pertain to Figure 88 on page 89 of the 2020-2021 Student Achievement Report, which shows the state's PSAT results for 10th grade students in 2019 to 2021. Please note, the PSAT was administered during the pandemic year of 2020, however, the number of students tested that year was less than normally expected (16,822 in 2020 vs. 19,899 in 2019).

- No trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable.
- Each year, 31% to 37% of students met one of the following benchmark categories: both benchmarks, the math benchmark, and neither benchmark.
- The percentage of students across all three years meeting the "Evidence-based Reading, Writing" benchmark was highly consistent and varied between 61% and 62%.
- Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness.

SAT

The following interpretations pertain to Figure 87 on page 88 of the 2020-2021 Student Achievement Report, showing the percentage of 11th grade students who met the college readiness scores on the SAT from 2016 to 2021. Please note that universal, state-wide admistration of this assessment was not done in 2020.

- The percentage of students meeting both SAT college readiness benchmarks started in 2016 at 33% and by 2019 had dropped to 31%. Between 2019 and 2021, the percentage further dropped to 29%.

  - Whether this additional two percentage point drop was due to the pandemic is unknown.

- It appears that the pandemic did not worsen the downward trend of SAT performance. Trends that were already established prior to the pandemic years (i.e., 2020 and 2021) continued. For example, a clear trend downward in percentage of students meeting "Evidence-based Reading, Writing" continued, with the trend beginning at 62% in 2016 and dropping consistently over time to a low of 53% in 2021.
  - This score dropped 3 percentage points during the pandemic, but a similar 3 percentage point decrease occurred between 2017 and 2018, well in advance of the pandemic. The other year-over-year drops were 1 to 2 percentage points.

- The percentage of students not meeting either benchmark increased between 2016 and 2021. In 2016, 36% didn't meet either benchmark. This percentage steadily increased over the years, gaining 1 to 3 percentage points per year, to 45% in 2021, with no interruption by the pandemic.
  - While the percentage increased by 3 percentage points during the pandemic between 2019 and 2021, a 3 percentage point increase had previously occurred from 2017 to 2018.

- About a third of Idaho students meet the math benchmark. This score has also trended slightly downward over time. This low performance correlates with the low performance of Idaho high school students on the 10th grade ISAT Math assessment.

4 and 5 Year Graduation Rates – Data Analysis and Interpretation

Definitions

- ✓ Four Year Cohort Graduation Rate = The four year cohort graduation rate calculation is defined in federal law. Students are assigned to their cohort when they enter 9th grade. The four year cohort graduation rate measures the percentage of students who graduate within four years of beginning 9th grade (including the summer after the fourth year). Students who transfer into districts are assigned into the appropriate cohort based on when they entered 9th grade (regardless of the grade of transfer). Students are removed from the cohort (for the state of Idaho) only if they transfer out to be educated out-of-state or homeschooled.

- ✓ Five Year Cohort Graduation Rate = The five year cohort graduation rate maintains the same cohort as the four year cohort and gives them an additional year to graduate (until the summer after the fifth year). Thus, the five year cohort graduation rate includes all students who graduate within four years and those who graduate when given an additional year to complete.

Tables 4 and 5 review the long-term goals established for the ESSA Consolidated State Plan for the 4 year and 5 year Cohort Graduation Rates. The long-term goals for the 4 year graduation rate were set using the Board's Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022. The 5 year Cohort Graduation Rate goals were established through the 2019 amendment to Idaho's Consolidated State Plan, with an expectation that the state's 5 year rates should be slightly higher than the 4 year rates.

ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation Rates

Table 4: ESSA Consolidated State Plan Long-term Goals for 4-year Cohort Graduation Rates

Student Group	Class of 2016 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Long-Term Goal
All Students	**79.7%**	**87.3%**	**80.7%**	**92.4%**	**80.1%**	**94.9%**
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%
Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%
Hispanic or Latino	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 17.6 percentage points (range 7.7-29.2) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on expectations for rapid growth that were not realistic and pandemic effects. However, Idaho was not on track to reach long-term goals prior to the pandemic due to inadequate year-over-year growth in 4-year graduation rates.

Table 5: ESSA Consolidated State Plan Long-term Goals for 5-year Cohort Graduation Rates*				
Student Group	**Class of 2017 Baseline**	**Class of 2020 Interim Target**	**Class of 2020 Actual**	**Class of 2022 Long-Term Goal**
All Students	**82.0%**	**90.1%**	**84.1%**	**95.5%**
Economically Disadvantaged	75.0%	86.3%	77.0%	93.8%
Students with Disabilities	65.5%	81.0%	62.0%	91.4%
English Learners	79.3%	88.6%	69.0%	94.8%
Asian or Pacific Islander	88.0%	93.4%	90.0%	97.0%
American Indian or Alaskan Native	67.5%	82.1%	68.0%	91.9%
Black / African American	75.6%	86.6%	73.0%	93.9%
Hispanic or Latino	78.4%	88.1%	79.0%	94.6%
Native Hawaiian / Other Pacific Islander	79.7%	88.8%	76.0%	94.9%
White	83.1%	90.7%	86.0%	95.8%
Two or More Races	79.3%	88.6%	82.0%	94.8%

*2019 data is not provided, as this indicator was added through a 2019 amendment to Idaho's Consolidated State Plan; and due to timing of data being available, was not included in the AOC's February 2020 Recommendations Report.

- No student group met ESSA Consolidated State Plan 2020 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2020 student group performance averaged 10.8 percentage points (range 3.4-19.6) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data (and with high expectations) and pandemic effects. Due to inadequate year-over-year growth in 5-year graduation rates (in comparison to interim targets), Idaho has not been on track to reach long-term goals since the goals were established in 2019.

4 Year and 5 Year Cohort Graduation Rates

The following interpretations pertain to Figure 89 on page 90 of the 2020-2021 Student Achievement Report. Please note, there was no pandemic data interruption for this metric.

- 4 year cohort graduation rates slowly increased between 2017 and 2020 (by a total of 2.4 percentage points). These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels.
- The 5 year cohort graduation rates between 2017 and 2020 were 1.2 to 4.0 percentage points per year higher than the 4 year graduation rates.

The following interpretations pertain to Figures 90 and 94 Graduation Rates (four and five year) by School Type on pages 91 and 94 of the 2020-2021 Student Achievement Report, illustrating graduation rates by school type. There was no pandemic disruption to data collection of this metric.

- 4 year graduation rates for traditional schools varied slightly from 2018 to 2021, but the fluctuations are probably due to random variation. Thus, there appears to have been no pandemic effect on graduation rates for traditional schools.
- All the other school types experienced noticeable trends up or down between 2018 and 2021. These trends were evident during 2018 and 2019, the two years prior to 2020 when the pandemic began. The trends either continued through 2020 and 2021, the two pandemic years, or leveled off.
    - Charter schools' 4 year graduation rates decreased by 13 percentage points over the four years.
    - Alternative schools increased by 9 percentage points.
    - Virtual charters increased 24 percentage points and continued to grow during the pandemic years.
    - Alternative virtual charter schools grew 8 percentage points and continued to grow during the pandemic.
    - District-run virtual schools grew 37 percentage points and continued to make progress during the pandemic years. It is important to note that district-run virtual schools had significant increases in student enrollment during the pandemic, as many districts created virtual schools as a response to feedback from families or in expectation of potential closures.
- Five year graduation rates (Figure 94) followed the trends outlined above for 4 year graduation rates by school type. Only 3 years of data were included (versus 4 years of data for the 4 year rates), as the 2021 cohort's 5 year rate cannot yet be calculated.
- The 5 year graduation rate is a critical metric for alternative schools, given that the students they serve enter their schools off-track for four year completion.
    - For alternative schools (typically district-run), the 5 year graduation rates were 8 to 10 percentage points higher than the 4 year graduation rates for the same cohorts. This is a substantial increase in the number of students who graduated and should be recognized.
    - Similarly, alternative virtual charter schools experienced 2 to 8 percentage point increases in their 5 year graduation rates.
    - These 5 year graduation rates reveal the importance of these schools to their students' likelihood of graduation.

The following interpretations pertain to Figures 91 and 95 Graduation Rates by Race/Ethnicity on pages 92 and 95 of the 2020-2021 Student Achievement Report. There was no pandemic disruption to collection of this data.

- American Indians or Alaskan Natives made significant gains in their 4 year cohort graduation rates between 2018 and 2021, increasing by 8 percentage points. This is exceptional progress and should be recognized. 5 year graduation rates for this group were 2 to 3 percentage points higher than the 4 year rates between 2018 and 2020.
- The Native Hawaiians / Other Pacific Islander group made a 4 percentage point gain between 2018 and 2019, sustained it in 2020, and lost only 1 percentage point in 2021. 5 year graduation rates were 0 to 5 percentage points higher than the 4 year rates.
- The Two or More Races group had a similar profile, with a 5 percentage point gain from 2018 to 2019, which was sustained in 2020, and only a 2 point drop in 2021. From 2018 to 2020, the 5 year graduation rates were 2 to 3 percentage points higher.
- The graduation rate trends of both Native Hawaiians/Other Pacific Islander and Two or More Races represent strong performance worth celebrating.
- The 4 year graduation rates of the Asian and Black / African American groups increased by a few points from 2018 to 2020, but fell back in 2021 to 2018 levels (Asian) or lower (Black / African American). During 2018 to 2020, 5 year graduation rates were 1 to 3 percentage points higher than the 4 year rates for Asians and 3 to 5 percentage points higher for Black / African Americans.
- Prior to the pandemic, the 4 year graduation rates for the Hispanic or Latino group went up and down by two percentage points per year. The group's 4 year rate dropped 4 percentage points between 2020 and 2021. The group's 5 year graduation rates from 2018 to 2020 were 3 to 4 percentage points higher than the 4 year rates.
- The largest race/ethnicity group in Idaho is White, thus, its statistics will usually have smaller random fluctuations. From 2018 to 2020, graduation rates increased by 1 percentage point per year. The group's 4 year graduation rate was 1 percentage point lower for 2021. The White group's 5 year graduation rates from 2018 to 2020 were 2 percentage points higher than the 4 year rates.

The following interpretations pertain to Figures 92-93 and 96-97 Graduation Rates by Student Subgroups on pages 92-93 and 95-96 of the 2020-2021 Student Achievement Report. Please note that continuous data is available leading up to and during the pandemic.

- The 4 year and 5 year graduation rates of Students with Disabilities, Females, and Males did not appear to be significantly impacted by the pandemic.
    - The 4 year graduation rate for Students with Disabilities decreased by 3 percentage points from 2020 to 2021, but an identical drop had occurred across

2018 and 2019 so the pandemic effect, if there was one, was no greater than previous fluctuations.

  - 5 year graduation rates for these groups were 1 to 5 percentage points higher than their 4 year rates.

- Students of Military Families and Students Who are Homeless appeared to experience substantial negative pandemic effects.
  - For Students of Military Families, 4 year graduation rates were stable across 2018 and 2019, but during both 2020 and 2021 rates dropped 4 to 5 percentage points each year.
  - The Homeless Student graduation rate dropped to its lowest level during the past 4 years in 2021, about 4.5 percentage points below the average of the previous 3 years and 7 percentage points lower than its highest point. This is a relatively small group of students so statistics will fluctuate over time, but it is probable that this low was influenced by the pandemic.
  - 5 year graduation rates from 2018 to 2020 were higher than 4 year rates by 1 to 3 percentage points for Students of Military Families and 3 to 5 percentage points for Students Who are Homeless.

- Students in Foster Care did not appear to experience a significant pandemic effect on their graduation rates (4 year or 5 year). However, both the 4 and 5 year cohort graduation rates for this group show a significant drop from 2018 to 2019.
  - The 4 year rate dropped from 47% to 39% between 2018 and 2019. The 5 year rates similarly fell from 52% in 2018 to 41% in 2019.
  - Additional analysis, particularly in regards to whether there were data collection or student population changes, is needed to determine whether this is truly concerning.

- During 2021, the 4 year graduation rates for Economically Disadvantaged, English Learners, and Migrant Students all decreased to the lows of the previous 3 years or to new lows.
  - Economically Disadvantaged students' 4 year graduation rate dropped 2.6 percentage points below the average of the previous three years in 2021. 5 year graduation rates were 3 to 4 percentage points higher than 4 year rates between 2018 and 2020.
  - The 4 year graduation rate of English Learners decreased substantially in 2020 and 2021, the two years impacted by the pandemic. In 2018, the group had a 76% 4 year graduation rate. This fell by 2 points in 2019, 9 points in 2020, and an additional 4 points in 2021 to 61%. This 15 percentage point drop should be investigated. The group's 5 year graduation rates from 2018 to 2020 were 3 to 5 percentage points higher than the 4 year rates.

- The 4 year graduation rate drop for Migrant Students was from 70% in 2020 to 64% in 2021, but this amount of decrease also occurred between 2018 and 2019, so it may reflect normal year-over-year fluctuation in these statistics due to the size and composition of the group. 5 year graduation rates from 2018 to 2020 were 3 to 6 percentage points higher than the group's 4 year rates.

Go On Rates – Data Analysis and Interpretation

The following interpretations pertain to Figures 98 and 99 on pages 97-98 of the 2020-2021 Student Achievement Report, which show the percentage of students who pursued postsecondary education within one year of high school graduation, including all students, by race/ethnicity, and by student subgroup for the graduating classes of 2018 through 2020 (the most recent year of data available).

- Go on rates for all groups and subgroups declined between 2018 and 2020.
- The All Students group declined 9.8 percentage points from 51.2% in 2018 to 41.4% in 2020.
- All other groups and subgroups declined between 2018 and 2020 within a range of 1.9 to 23.4 percentage points.
  - There was a 23.4 percentage point drop for Native Hawaiian/Pacific Islander. However, this is a very small group (62 to 79 students over the three years of data). Small samples can experience much larger variations in descriptive statistics such as these.
- Larger group sizes including Hispanic or Latino, Economically Disadvantaged, and Students with Disabilities declined an average 7.3 percentage points between 2018 and 2020.

The following interpretations pertain to Figures 100 and 101 on page 99 of the 2020-2021 Student Achievement Report, illustrating the percentage of students who pursued postsecondary education within two years of graduation, for the graduating classes of 2017 through 2019 (the most recent available).

- Two year go on rates for the All Students group increased from the one year rates by an average of 4.8 percentage points.
- Two year go on rates for all other groups and subgroups increased an average of 4.5 percentage points above the one year rates. Please note: the Native Hawaiian/Pacific Islander was not included in the average calculation, as it was considered an outlier (the 2018 increase was 0 percentage points and the 2019 increase was 8.9 percentage points). This large fluctuation is probably due to the small group size.

Enrollment, Attendance, and Engagement

Enrollment—Data Analysis and Interpretation

Data Considerations

- The extent to which any enrollment changes reflect pandemic effects is unclear. To fully understand the impact, additional analyses, including population changes (inflows and outflows) and demographic changes, would need to be incorporated into comparisons between enrollments prior to, during, and after the pandemic.

Analysis

The following interpretations pertain to Figure 2 on page 12 of the 2020-2021 Student Achievement Report, which outlines enrollment for fall, winter, and spring for 2019-20 and 2020-21 for the elementary grades (K-5).

- There is evidence of negative pandemic effects on kindergarten through 5th grade same grade enrollments between fall 2019 and fall 2020.
    - Kindergarten through 5th grade 2019 fall enrollments by grade were consistently higher than fall enrollments in 2020 in the same grades. Same grade enrollments dropped on average 598 students (range: 242-857).
- During 2019-20, grade level enrollments across fall, winter, and spring remained constant.
- During 2020-21, grade level enrollments increased slightly and systematically across fall, winter, and spring. The average grade level growth was 259 students from fall to spring (range: 180 to 323).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
    - For example, the difference between fall 2019 Kindergarten enrollments and fall 2020 1st grade enrollments shows a gain of 52 students. When the same comparisons are done with 1st through 5th grades, however, they lost an average of 134 students over the same time interval.

The following interpretations pertain to Figure 3 on page 13 of the 2020-2021 Student Achievement Report, which shows fall, winter, and spring enrollment data for 2019-20 and 2020-21 for the middle school grades (6-8).

- Possible pandemic effects on same grade enrollments varied by grade level between fall 2019 and fall 2020.

  - When the fall 2019 6th grade class is compared to the fall 2020 6th grade class, enrollments decreased by 1,089 students.
  - Fall to fall 7th grade enrollments decreased by 124 students and 8th grade increased by 515 students.

- 2019-20 6th, 7th, and 8th grade enrollments decreased an average of 95 students across fall, winter, and spring (Range: 69-119).
- 2020-21 6th, 7th, and 8th grade enrollments increased an average of 93 students across fall, winter, and spring (Range: 63-113).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
  - For Fall 2019 6th grade vs. Fall 2020 7th grade enrollment, there is a gain of 6 students.
  - For Fall 2019 7th grade vs. Fall 2020 8th grade, a loss of 118 students occurs.
  - For Fall 2019 8th grade vs. Fall 2020 9th grade, a gain of 122 students occurs.

The following interpretations pertain to Figure 4 on page 13 of the 2020-2021 Student Achievement Report, showing the fall, winter, and spring enrollment for 2019-20 and 2020-21 for the high school grades (9-12).

- When the Fall 2019 9th grade class is compared to the Fall 2020 9th grade class, enrollments decreased by 129 students. When the same comparisons are made for 10th, 11th, and 12th graders, class sizes increase 643, 121, and 557, respectively.
- 2019-20 9th, 10th, 11th, and 12th grade enrollments decreased an average of 532 students across fall, winter, and spring (Range: 189-902). 2020-21 9th, 10th, 11th, and 12th grade enrollments decreased an average of 680 students across fall, winter, and spring (Range: 163-1261).
- Enrollments declined when classes of students are followed across grade levels fall-to-fall.
  - Fall 2019 9th grade vs. Fall 2020 10th grade enrollments show a decrease of 344 students.
  - Fall 2019 10th grade vs. Fall 2020 11th grade shows a loss of 876 students.
  - Fall 2019 11th grade vs. Fall 2020 12th grade shows a loss of 380 students.

The following interpretations pertain to Figure 5, Enrollment by School Type on page 14 of the 2020-2021 Student Achievement Report. This graph shows the fall, winter, and spring enrollments for 2019-20 and 2020-21 based on school type (traditional district schools, charter schools, district-run virtuals, charter virtual schools).

- Changes in enrollment from Fall 2019 to Fall 2020 varied by school type.
  - The school type with the largest influx of students was District-run Virtual Schools, with a gain of over 10,800 students from Fall 2019 to Fall 2020. This likely reflects the creation of new district-run virtuals in response to the pandemic.
  - Charter Virtual Schools had the second highest gain, with an increase of over 3,700 students from Fall 2019 to Fall 2020.
  - Charter Schools (typically brick-and-mortar) gained almost 1,800 students.
  - Traditional district schools had an enrollment decrease of nearly 19,000 students from Fall 2019 to Fall 2020. This decrease appears to have been mostly absorbed by the other school types.
- Changes during both the 2019-20 and 2020-21 school years (from fall to spring) varied by school type.
  - In 2019-20, Charter Virtual Schools and District-run Virtual Schools had small increases in enrollments from fall to spring.
  - In 2019-20, Charter Schools and Traditional District Schools had small decreases in enrollments from fall to spring.
  - In 2020-21, Charter Virtual Schools saw a slight increase from fall to winter (73 students), but a dropoff of 552 students in spring.
  - In 2020-21 District-run Virtual Schools experienced attrition from fall to winter (684 students) and winter to spring (an additional 265 students).
  - Charter Schools also experienced decreasing enrollment during 2020-21, losing 528 students over the course of the year.
  - Traditional District Schools gained students from fall to spring, with an increase of 718 students from fall to winter and an additional 259 students in spring. However, even with these gains district schools still had a Spring 2021 enrollment that was over 15,000 lower than Spring 2020.

Attendance – Data Analysis and Interpretation

It is important to understand the potential impact of the pandemic on attendance since research indicates that attendance correlates well with a host of student outcomes. Thus, if the pandemic negatively impacted attendance, then it follows that important student outcomes may be negatively impacted also.

Definitions

For the following analyses, the following definitions related to attendance are used:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of "chronically absent" and "severely chronically absent" include absences for any reason, including those who would have been considered excused by the school (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during the 2020-21 school year likely includes students who would not have had similar absenteeism pre-pandemic.
  - The correlation between absenteeism and performance may be lower during the pandemic than at other times, since the group could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated in previous sections, the reduced group size for Economically Disadvantaged is likely a result of the changes in how students are being identified. Since we do not know the impact this population change has had on the data, this caveat should be kept in mind when reviewing any analysis of data pertaining to the Economically Disadvantaged subgroup.
- The AOC chose not to review 2019-20 school year attendance data because of pandemic disruptions that happened late in the year. The data reviewed here is designed to examine a school year disrupted by the pandemic in comparison to a year that was impacted for the full school year.

Attendance Changes by Group and Subgroup 2019-2021

The following interpretations pertain to Figures 102 Attendance, All Students All Grades and Figure 103 Attendance by Grade on pages 101-102 of the 2020-2021 Student Achievement Report. These graphs show the percentage of students whose attendance falls into the following categories: 91-100% (adequate attendance), 81-90% (chronically absent), 71-80% (severely chronically absent), 70% or lower (severely chronically absent).

- The percentage of students with adequate attendance dropped 5 percentage points between 2019 and 2021 from 87% to 82%. Most likely this drop was due to the pandemic.

- The percentage of students who had adequate attendance deteriorated from 2019 to 2021 across grade level groupings. K-5 only decreased by 2 percentage points, whereas grades 6-8 decreased by 5 points and grades 9-12 by 9 points.

The following interpretations pertain to Figures 104-109 on pages 103-106 of the 2020-2021 Student Achievement Report. These graphs compare the attendance in 2018-19 and 2020-21 for students in a target group (Economically Disadvantaged, English Learners, Migrant, Foster, and Students with Disabilities) to students not in that group.

- Economically Disadvantaged students doubled the decrease in adequate attendance from 2019 to 2021 compared to the reference group, dropping 8 percentage points versus 4.
- The drops in adequate attendance experienced by English Learners and Migrants from 2019 to 2021 more than doubled the drops in their reference groups.
    - English Learners (ELs) dropped 10 percentage points while non-ELs dropped 4.
    - Migrant students dropped 9 percentage points; their reference group dropped 4.
- Students in Foster Care and Students with Disabilities had adequate attendance rates that decreased less than their reference groups.
    - Students in Foster Care dropped 3 percentage points, while their reference group dropped 5.
    - Students with Disabilities dropped 4 points; their reference group dropped 5.
    - These are small divergences from the reference groups so it is possible this could reflect random fluctuations that occur over time in data such as this.

The following interpretations pertain to Figure 110 on page 107 of the 2020-2021 Student Achievement Report, which outlines attendance in 2018-19 and 2020-21 by race/ethnicity.

- The following race/ethnicity student groups (all grades) experienced a 10 percentage point drop in their adequate attendance rate:
    - American Indian or Alaskan Native
    - Black/African American
    - Native Hawaiian, Other Pacific Islander
- Idaho's largest minority group, Hispanic, Latinx had an adequate attendance rate reduction of 9 percentage points in 2021.
- Adequate attendance for Asian / Pacific Islander, Multiple (2 or More Races), and Whites dropped 2, 4, and 4 percentage points, respectively.

The following interpretations pertain to Figures 112 and 113 on pages 108-109 of the 2020-2021 Student Achievement Report. These graphs show attendance in 2018-19 and 2020-21 for rural and non-rural schools and by school type (traditional, charter, virtual, etc.).

- Adequate attendance rates for rural schools decreased 2 percentage points whereas non-rural schools decreased by 6.
    - These are large blocks of students and the group sizes remained similar across the two years, so a 4 point difference is probably meaningful.
    - The differential might be due to differing amounts of pandemic impact on the schools or perhaps due to differences in the ways rural and non-rural schools responded to the pandemic through school closures, remote and/or hybrid learning, etc.
- Adequate attendance for charter schools and virtual charter schools decreased by 2 percentage points. Adequate attendance for district schools decreased by 5 percentage points.
- District virtual schools *increased* their adequate attendance rates by 7 percentage points.
    - This might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

Impact of Attendance on ISAT ELA

The following interpretations pertain to Figure 114 on page 110 of the 2020-2021 Student Achievement Report, which shows the median ISAT ELA scale score by rate of attendance (60%, 70%, 80%, 90% and 100% attendance).

- ISAT ELA median scale scores in all tested grades clearly increase with increasing attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In 3rd and 4th grades, only median scores for students who had 100% attendance met or exceeded the minimum proficiency cut score. Median scores for 3rd and 4th graders who had 90% attendance were only 8 and 2 points, respectively, below minimum proficiency cut scores, however.
- In 5th through 10th grades, all median scores first fell below minimum grade level proficiency scores at the 80% attendance rate. In other words, those students at 90%

and 100% attendance attained median scores at or above minimum proficiency cut scores for their grade.

The following interpretations pertain to Figure 116 on page 112 of the 2020-2021 Student Achievement Report, which breaks down median ISAT ELA scale scores based on the "chronically absent" flag.

- ISAT ELA median scores are much higher across all tested grades for students who are not chronically absent.
    - To put this in perspective, across all tested grades, except 3rd grade, median scores for students who are not chronically absent are at or above minimum proficiency cut scores. In contrast, median scores for chronically absent students range between 28 and 45 points below grade level proficiency cut scores.
    - The 3rd grade median score for students who are not chronically absent is only 6 points below the cut score, whereas the median score for chronically absent 3rd graders is 44 points below.

Impact of Attendance on ISAT Mathematics

The following interpretations pertain to Figure 115 on page 111 of the 2020-2021 Student Achievement Report, which shows median ISAT Math scale scores by attendance rate.

- ISAT Math median scale scores in all tested grades clearly increase with improved attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In all grades, no attendance level achieved a median scale score at or above the proficiency score cut off, but the 90% and 100% categories were closest to this criterion.
    - At 3rd and 4th grades, the 90% attendance category median scores were within 6 and 11 points, respectively, of the minimum proficiency cut score.
    - The distance between the 90% attendance median scores and proficiency cut scores dramatically expanded in all subsequent grades, ranging from 24 to 49 points below the proficiency cut score.

The following interpretations pertain to Figure 117 on page 113 of the 2020-2021 Student Achievement Report, which demonstrates median ISAT Math scale scores by the "chronically absent" flag.

- ISAT Math median scores are much higher across all tested grades for students who are not chronically absent.

- To put this in perspective, across all tested grades median scores for students who are not chronically absent are within 5 to 45 points of the minimum grade level proficiency cut scores. This rather large range is smallest at 3rd grade (i.e., 5 points) and then expands with increasing grades to 45 at 10th grade.
- In contrast, median scores for chronically absent students range between 47 and 114 points below grade level proficiency cut scores, with again the smallest differential at 3rd grade expanding to the largest at 10th.

Analysis: Impact of Attendance on Course Failure

Although we attempted to review these data, there were a number of data issues that prevented us from completing the analysis.

Analysis: Impact of Attendance on Graduation

The following interpretations pertain to Figure 118 on page 114 of the 2020-2021 Student Achievement Report. In an effort to understand the use of attendance as a predictor of later success, this graph explores the percentage of the 2021 cohort of 12th graders broken down by their 9th grade attendance rates (91-100%, 81-90%, and 80% or lower attendance) and whether they graduated in 4 years or not.

- Of 2021 graduates, nearly 94.7% **had adequate attendance (**91% **or more) during their** 9th grade year**. Only 5.3% of 2021 graduates had attendance rates of 90% or below in 9th grade.**
- Of 2021 non-graduates, 28.1% had attendance of 90% or below in 9th grade. This indicates that students who do not have adequate attendance are more likely not to graduate within their four year cohort.

Engagement Surveys – Data Analysis and Interpretation

Definitions

For the following analyses, the following definitions related to attendance are used:

- ✓ Committed: Engaged. Demonstrating an “invested” or “immersed” level of engagement.
- ✓ Compliant: Not fully engaged, but willing to do as expected. Demonstrating a “strategic” or “ritual” level of engagement.
- ✓ Disengaged: Not engaged. Demonstrating a “retreatism” or “rebellion” level of engagement.

Data Considerations

- The first year of administration of the surveys was 2017-2018, when they were given to K-8 students only. The surveys were expanded to high school, parents, and school staff in 2018-19.
- In 2017-2018, the surveys were administered in the late spring, after spring break. In 2018-19, survey administration was moved to earlier in the year, prior to spring break. This change in administration may account for some of the decrease in the levels of engagement that happened between 2017-18 and 2018-19.
- The analysis below includes data on engagement by domain in the survey. To better understand the domains, you may review the survey questions on the SDE website (https://sde.idaho.gov/assessment/surveys/).
- The population that completed the parent survey is unclear, as is the percentage of students' parents that it reflects. The survey is not limited to a single participation per household or even per person, to allow for reflections on students in different grades.
- Staff and parent survey questions are also available online (https://sde.idaho.gov/assessment/surveys/).

Student Engagement Surveys

The following interpretations pertain to Figure 119 and 120 regarding Student Engagement (Grades 3-8 All Students and By Grade) on pages 115-116 of the 2020-2021 Student Achievement Report.

- Overall student engagement (Figure 119) decreased over the reported years. The drop between 2018 and 2019 was 7 percentage points. An additional 5 percentage point drop occurred between 2019 and 2021, and may be due to the pandemic.
- As shown in Figure 120, in all grades 3 through 8, engagement dropped between 2018 and 2019, which lends support to the hypothesis articulated in the Data Considerations that the change in administration may have negatively impacted scores.
- Student engagement is highest when students are young (grades 3 and 4) and then steadily decreases as students progress through the educational system.
    - The lowest rates of student engagement across all years of data are grade 8 and high school.
    - This trend for lower and lower student engagement as grade level increases is well-established in the data, and aligns to national norms.
- In grades 3-5 between 2019 and 2021, student engagement remained the same (grade 3) or increased (by 2 percentage points in grades 4 and 5).

- In grades 6 to 12, student engagement dropped substantially from 2019 to 2021, with decreases of 9 to 11 percentage points.
    - While middle school and high school students have had lower engagement levels than elementary students since Idaho began collecting this data (and in line with expected trends based on national data), this reflects an acceleration of this pattern.

The following interpretations pertain to Figures 121 Student Engagement by Grade Emotional domain on page 117 of the 2020-2021 Student Achievement Report.

- Grades 3-8 experienced decreases in percentages of emotionally engaged (committed) students between 2018 and 2019 that might be attributable to a change in the administration window (dates). These decreases ranged from 3 to 6 percentage points.
- Between 2019 and 2021 3rd grade did not experience a decrease in emotionally engaged (committed) students, and 4th grade committed students dropped by only 1 percentage point, which might be due to random fluctuation.
- All upper grades decreased in the percentage of students identified as emotionally engaged (committed) between 2019 and 2021. This likely reflects a pandemic impact, as it aligns to other reports of increased issues with students' mental health. Following are the decreases by grade level:
    - Grade 5 emotionally engaged students dropped 4 percentage points;
    - Grade 6 dropped 14 points;
    - Grade 7 dropped 16 points;
    - Grade 8 dropped 16 points;
    - Grade 9 dropped 14 points;
    - Grade 10 dropped 13 points;
    - Grade 11 dropped 9 points; and
    - Grade 12 dropped 8 points.
- Interestingly, across all grades, the percentages of emotionally disengaged students did not markedly increase from 2019 to 2021.
    - The only increases were at Grades 5 and 12, where the percentages of disengaged students increased by 1 and 3 percentage points respectively.
    - The category that grew, especially after the 5th grade, was the emotionally compliant category.

The following interpretations pertain to Figures 122 Engagement by Grade Cognitive domain on page 118 of the 2020-2021 Student Achievement Report.

- For grades 3-8 substantial decreases in cognitively engaged (committed) students occurred between 2018 and 2019. Decreases ranged from 10 to 16 percentage points.
- Between 2019 and 2021, percentages of cognitively engaged students substantially decreased after 5th grade. Drops ranged from 8 to 23 percentage points. Again, this likely reflects a concerning pandemic affect on students in the upper grades.
    - All of the high school grades dropped 20 points or more.
    - Grade 6 dropped nine and grades 7 and 8 each dropped eight.
    - It is possible some of this change is due to remote and hybrid learning and school closures during the 2020-21 school year, so 2021-22 survey results will aid the state in understanding if this issue has been addressed by a return to in-person learning across the state during the current school year.
- The disengaged category did not change appreciably anytime between 2018 and 2021. The category that grew because of the large decreases in committed students was the compliant category.

The following interpretations pertain to Figures 123 Engagement by Grade Behavior domain on page 119 of the 2020-2021 Student Achievement Report.

- The "Mixed" identification for students in the behavioral engagement domain reflects students whose responses were so mixed that the student could not be placed into the committed, compliant, or disengaged category. At this time, staff do not have clarity regarding why this category only appears in the state's results in the behavior domain, or why it is only reported in the 2018 and 2019 data.
- The percentage of behaviorally engaged (committed) students in each of the grades 3-8 decreased between 2018 and 2019. The largest losses occurred in Grades 3 and 4, with 8 and 6 percentage point drops respectively.
- Between 2019 and 2021, behaviorally engaged percentages increased in the elementary grades, with a 2 percentage point increase for 3rd grade, a 5 point increase for 4th, and a 7 point increase for 5th.
- Between 2019 and 2021, the percentages of behaviorally engaged (committed) students decreased for middle school students.
    - 6th grade behavioral engagement dropped 9 percentage points.
    - 7th grade behavioral engagement dropped 8 points.
    - 8th grade behavioral engagement dropped 3 points.

- In grades 3-8 as percentages of students in the engaged (committed) category changed over time, most of the change was absorbed by the compliant category, which expanded quite dramatically for these grades between 2018 and 2021.
- Between 2019 and 2021, behaviorally engaged percentages in grades 9-12 held stable.
    - Two of the high school grades did not change, while the other two shifted by only 1 percentage point.
    - There was similar stability in the compliant and disengaged categories.
    - Given that there have been apparent pandemic effects on high school students within the other domains of engagement, this is an interesting finding.

Staff Engagement Surveys

The following interpretations pertain to Figures 124 Staff Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Staff satisfaction and engagement increased between 2019 and 2021 for all grade groupings including elementary, middle, and high school.
    - This finding is not aligned to other anecdotal evidence indicating that the pandemic has had a substantially negative impact on educator morale and retention. These include feedback from educators as well as reports of educators retiring early or leaving the profession (even sometimes breaking contracts mid-year) and current challenges districts are facing in recruitment.
    - The finding may be impacted by the wording of the staff survey questions, which focus on school culture and resources available at the school, rather than reflections on the individual educator's level of engagement or mindset.

Parent Engagement Surveys

The following interpretations pertain to Figures 124 Parent Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Elementary and middle school parent satisfaction and engagement remained stable across 2019 to 2021.
- High school parent satisfaction and engagement increased 3 percentage points across 2019 to 2021.
- Survey participation at elementary, middle, and high school increased dramatically between 2019 and 2021, with thousands more parents completing the survey in 2021.
- The survey results do not fully align to other anecdotal evidence regarding parents' satisfaction with schools (i.e. parents providing negative feedback at board meetings,

school board member recalls, etc.). This may be due to the population that took the survey, the questions themselves, or some other mitigating factor.

ISAT Assessment Remote Proctoring

During the 2020-21 school year, remote administration of the ISAT assessments was available to all Idaho schools and students for the first time. Because of the substantial differences in testing environments between in-person and remote administration, Idaho undertook a comparison of scores across the two environments to determine if systematic effects occurred.

Data Considerations

- The "Mixed" category in these figures will not be included in the interpretations because of a low group size for that category.
- These analyses represent only one year of ISAT data. Additional years of data are needed to reveal the stability and magnitude of any meaningful differences that might emerge.
- When the assessment administration format data is disaggregated by subgroup, some small n sizes (group sizes) occur. The separation of the data is intended to provide clarity regarding which students took the assessment in different formats. However, small n sizes result in more instability in results, so additional years of data will be needed to understand whether certain subgroups are impacted by taking the test in-person or remote.

ISAT Administration by Proctoring Type – Data Analysis and Interpretation

The following interpretations pertain to Figures 74 and 75 on pages 78 of the 2020-2021 Student Achievement Report.

- For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type.
    - Bricks-and-mortar schools overwhelmingly did in-person administration.
    - Virtual Charter Schools and Virtual Schools (district-run) primarily used remote administration.
        - Enrollments in the category called Virtual Schools dramatically increased during 2020-21 because of the pandemic.
        - Because Virtual Schools are administered within a traditional school district, neighborhood school buildings were available for testing. This is

likely the reason that 42% of students in these schools took the test in-person.

The following interpretations pertain to Figures 76-82 on pages 79-82 of the 2020-2021 Student Achievement Report, which show the percentages of students in different groups who took the ISAT ELA and/or ISAT Math test in-person or remotely.

- Across both ISAT tests (ELA and math), no patterns emerged showing differential or problematic differences in the way students took the ISAT. This was true across grade levels and student groups, including by race / ethnicity, subgroup, grade level, rurality, or gender.
    - Overall, relatively small percentages of students in all of these categories took the assessment remotely.
    - In-person administration remained the dominant form of administration.

The following interpretations pertain to Figures 66-69 on pages 70-72 of the 2020-2021 Student Achievement Report. These graphs show ISAT ELA and Math performance comparing students who tested in-person vs. remotely. Figures 66 and 67 show the performance for all grades (3-8 and 10) broken down by score categories. Figures 68 and 69 display the median ISAT scale scores for ELA and math by grade and by administration type.

- ISAT ELA (Figure 66) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced and below basic students were 1 percentage point lower and percentages of proficient were 2 percentage points higher for remote administration.
- ISAT Math (Figure 67) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced students were 3 percentage points lower and percentages of basic students were 3 percentage points higher in the remote assessment group.
- Figures 68 and 69 shed some light on the small differences in ISAT ELA and Math student performance by grade between in-person and remote administration.
    - For ISAT ELA, 3 grades favored in-person administration with an average differential of 3 percentage points. On the other hand, 4 grades favored remote administration with an average differential of 7.8 percentage points.
    - For ISAT Math, 4 grades favored in-person with an average differential of 13 percentage points. Only 2 favored remote with an average differential of 1.5 percentage points. For grade 6, there was no difference.
    - There are a number of potential explanations for these differences. Three of which follow and are provided as examples.

- The differences could be artifacts of the two different forms of the assessments, since the remote assessments were fixed-form tests and the in-person assessments were adaptive.
- The differences could represent different strengths and weaknesses of the particular students who took the tests and have nothing to do with the administration format or forms of the assessments themselves.
- The differences could be the result of different strengths and weaknesses of the curricula and instruction used in the two predominant but different environments where the assessments were administered: (1) mostly in-person administration in what is referred to as "bricks-and-mortar schools and (2) mostly remote administration in virtual schools.

The following interpretations pertain to Figures 70 and 72 on pages 73 and 75 of the 2020-2021 Student Achievement Report, which show the median ISAT ELA scale scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT ELA median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
    - 8 groups had scores that were higher for remote administration (mean difference=27.5 points; Range: 14-45).
    - 3 groups had scores that were higher for in-person (mean difference=16.0 points; Range: 10-25).
    - 1 group had similar performance (a 2 point difference) across administration types.

The following interpretations pertain to Figures 71 and 73 on pages 74 and 76 of the 2020-2021 Student Achievement Report, which show the median ISAT Math scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT Math median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
    - 9 groups had scores that were higher for remote administration (mean difference=28.6 points; Range: 8-50).
    - 3 groups had scores that were higher for the in-person assessment (mean difference=26.3 points; Range: 14-46).

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Alison Henken, M.P.P.	K-12 Accountability and Projects Program Manager, Idaho Office of the State Board of Education

REPORT

2020-2021
Student Achievement Report

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE
WWW.SDE.IDAHO.GOV

If you have questions or would like to receive additional information, contact:

Idaho State Department of Education
Assessment & Accountability Department
PO Box 83720
Boise, ID 83720-0036
Phone: 208-332-6877
Fax: 208-334-2228
assessments@sde.idaho.gov

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INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho's 2020-2021 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability Department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Kevin Chandler, Director of Assessment and Accountability for the Idaho State Department of Education.

Contact information: kchandler@sde.idaho.gov, 208-332-6893.

Special thanks to:

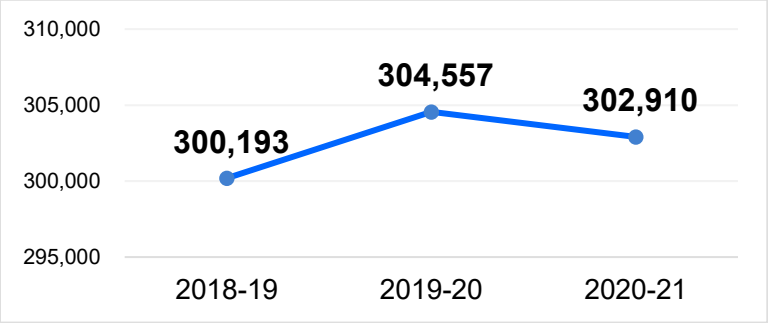
Name	Title
Andrew Bennett	English Language Proficiency Assessment Coordinator
Ayaka Nukui	College Entrance Exam Coordinator and Accountability Coordinator
Valerie Steffen, Ph.D.	Reporting and Accountability Coordinator and Student, Parent, Staff Engagement Survey Coordinator
Paul Kleinert, Ph.D.	NAEP Coordinator
Peter Smith	Information Technology
Roger Sargent	Information Technology
Bokhee Yoon	Cambium
Yoon Jeong Kang	Cambium

[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 302,910 students in Idaho's public schools in 2021. As seen in Figure 1, enrollment has varied by about 4,400 students over the past three years, with the current enrollment down 0.5% from last year's high.

Figure 1: Idaho Public School Enrollment over Three Years

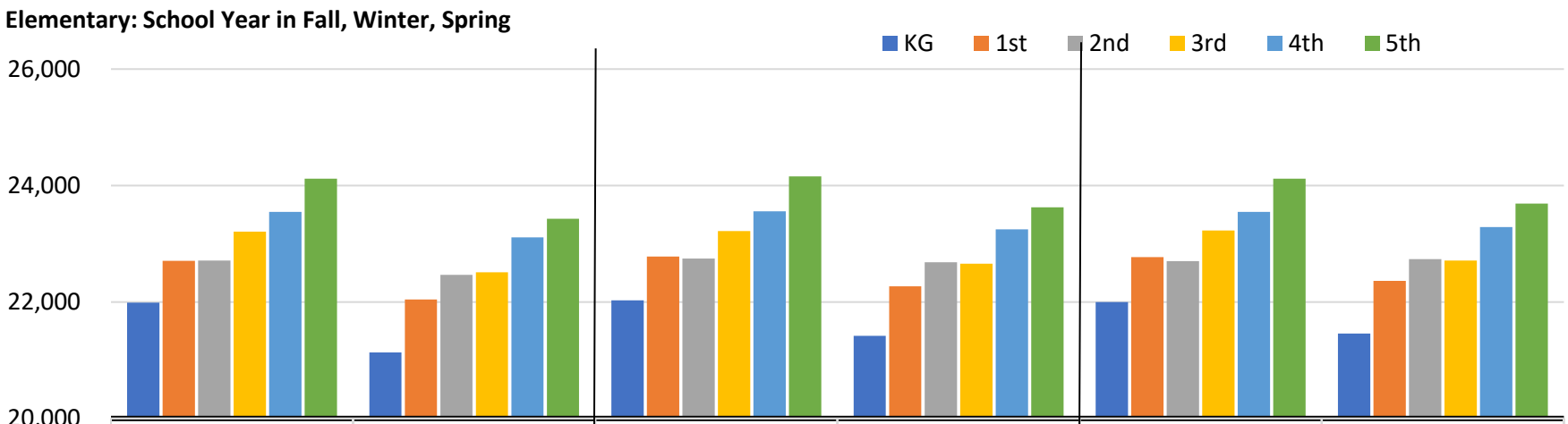


We situate our focus on school year 2020-21 in the historical context recent years. The next three figures review enrollment snapshots at three points per school year for each of the past two years. The Fall, Winter, and Spring counts were taken at the same time each year: Fall – 1st Friday in November; Winter – 1st Friday in March (in line with the Child Nutrition Program's schedule); Spring – 1st Friday in May (corresponding to the data extraction for the accountability Report Card).

As seen in Figure 2 through Figure 4

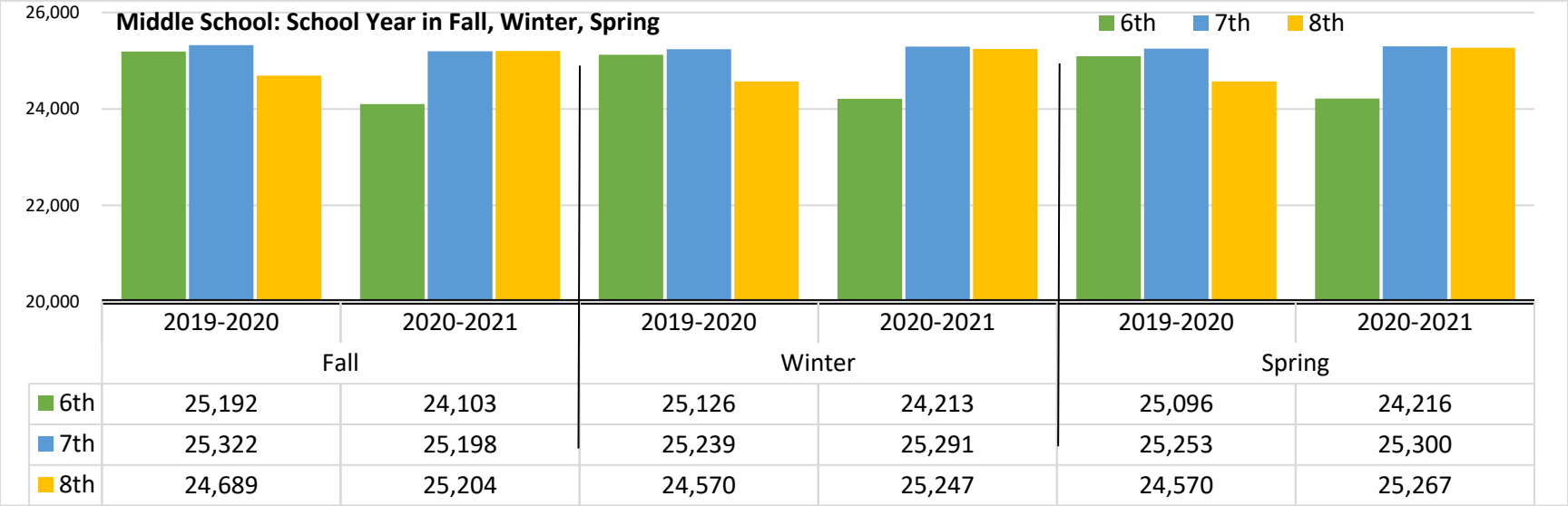
- Kindergarten through 5th grade had lower enrollments in 2021 than 2020 but showed little difference in pattern or counts across the three seasonal measures within the school year.
- The high school enrollment trend reflected the decline seen in elementary grades.
    - Grades 9 and 10 declined in enrollment from 2020 to 2021, although the declines were smaller than in the elementary grades.
    - By contrast, grades 11 and 12 experienced small enrollment gains in 2021, compared to 2020.
- The middle school pattern resembles features seen in both the elementary and high-school patterns. In 2020, 8th grade had the lowest enrollments of middle school grades, but in 2021, 6th grade had the lowest enrollments.
    - Enrollments rose in 2021 slightly for 7th grade and strongly for 8th grade.
    - By contrast, enrollments declined dramatically for 6th grade in 2021.

Figure 2: 2020-21 Enrollment Counts in Kindergarten – 5th Grade



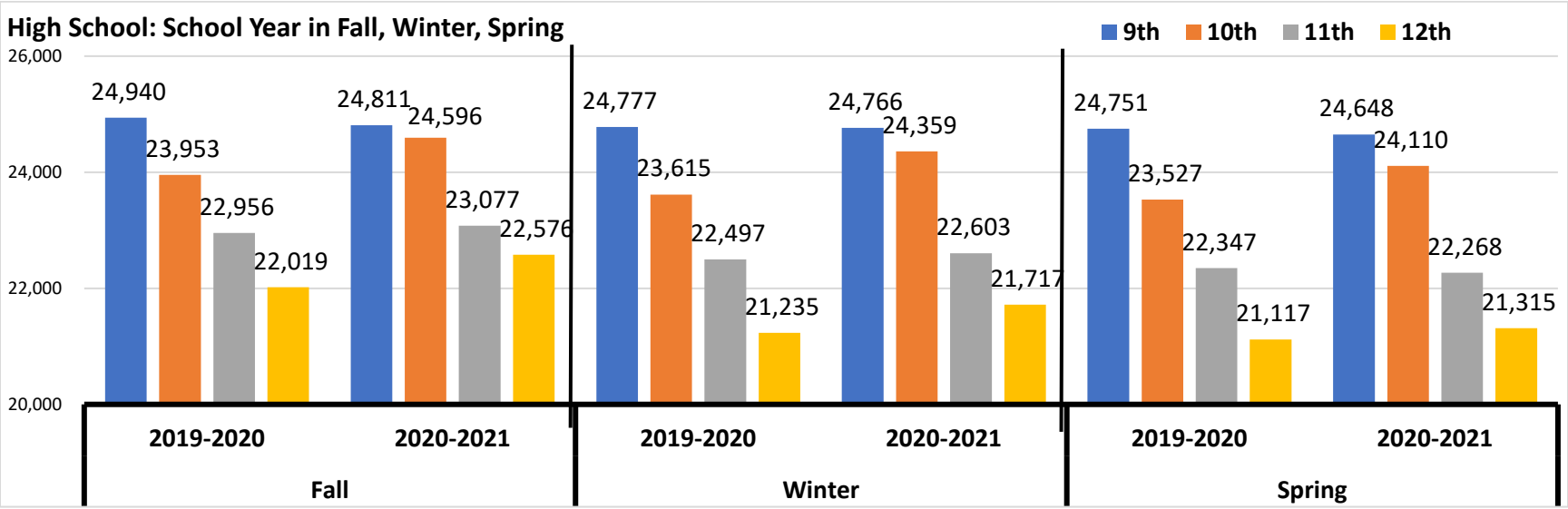
	Fall 2019-2020	Fall 2020-2021	Winter 2019-2020	Winter 2020-2021	Spring 2019-2020	Spring 2020-2021
KG	21,990	21,133	22,028	21,417	21,998	21,456
1st	22,709	22,042	22,783	22,269	22,772	22,364
2nd	22,710	22,468	22,748	22,680	22,704	22,737
3rd	23,206	22,511	23,217	22,656	23,228	22,714
4th	23,548	23,108	23,558	23,249	23,548	23,288
5th	24,117	23,431	24,155	23,626	24,120	23,690

Figure 3: 2020-2021 Enrollment Counts in 6th – 8th Grades



	Fall 2019-2020	Fall 2020-2021	Winter 2019-2020	Winter 2020-2021	Spring 2019-2020	Spring 2020-2021
6th	25,192	24,103	25,126	24,213	25,096	24,216
7th	25,322	25,198	25,239	25,291	25,253	25,300
8th	24,689	25,204	24,570	25,247	24,570	25,267

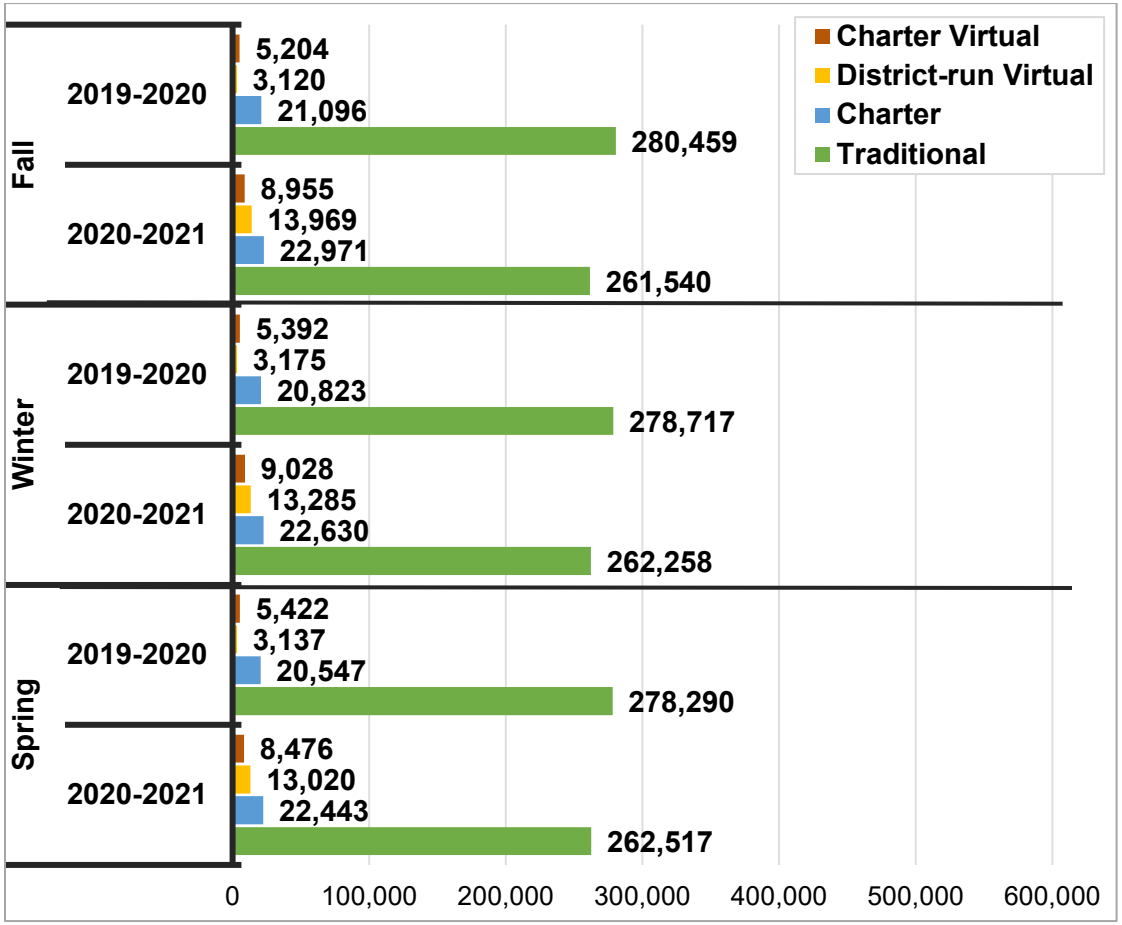
Figure 4: 2020-2021 Enrollment Counts in 9th – 12th Grades



The distribution of student enrollments across school types changed during the past two years, showing growth in virtual school enrollments and a decline in traditional school enrollment. Specifically, Figure 5 shows that:

- The enrollment in virtual schools grew in 2021, quadrupling for district-run virtual schools and increasing by 50%-70% for charter virtual schools.
- The enrollment in charter schools grew 8%-9%; whereas the enrollment in traditional schools declined by about 6%.

Figure 5: Enrollment Counts and School Type



ENGLISH LANGUAGE ARTS AND LITERACY; ENGLISH LEARNERS

This section reviews Idaho students' performance on reading assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the ACCESS 2.0 assessment for English learning students in kindergarten through grade 12; and the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10.

Early Literacy – Kindergarten through 4th Grade

Early literacy is measured by the IRI, the ISAT ELA, and the ACCESS for English Learners.

Idaho Reading Indicator

School year 2018-19 was the first year of the statewide implementation of the new Idaho Reading Indicator. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and measured only one aspect of literacy – oral fluency.

By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling. The assessment reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll:

- Scores showed both:
  - a weaker start in Fall 2020 than either of the prior falls, and
  - weaker progress in the subsequent spring than was seen in school year 2018-19, before COVID-19.

Figure 6: IRI Fall-to-Spring Performance in Three Years

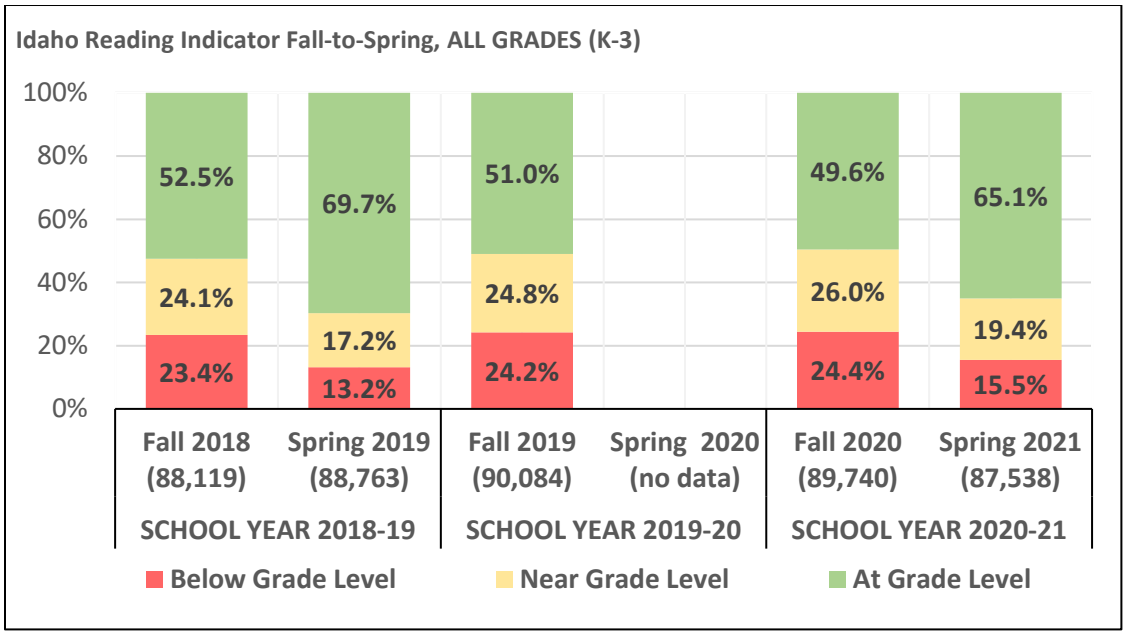


Figure 7 shows that:

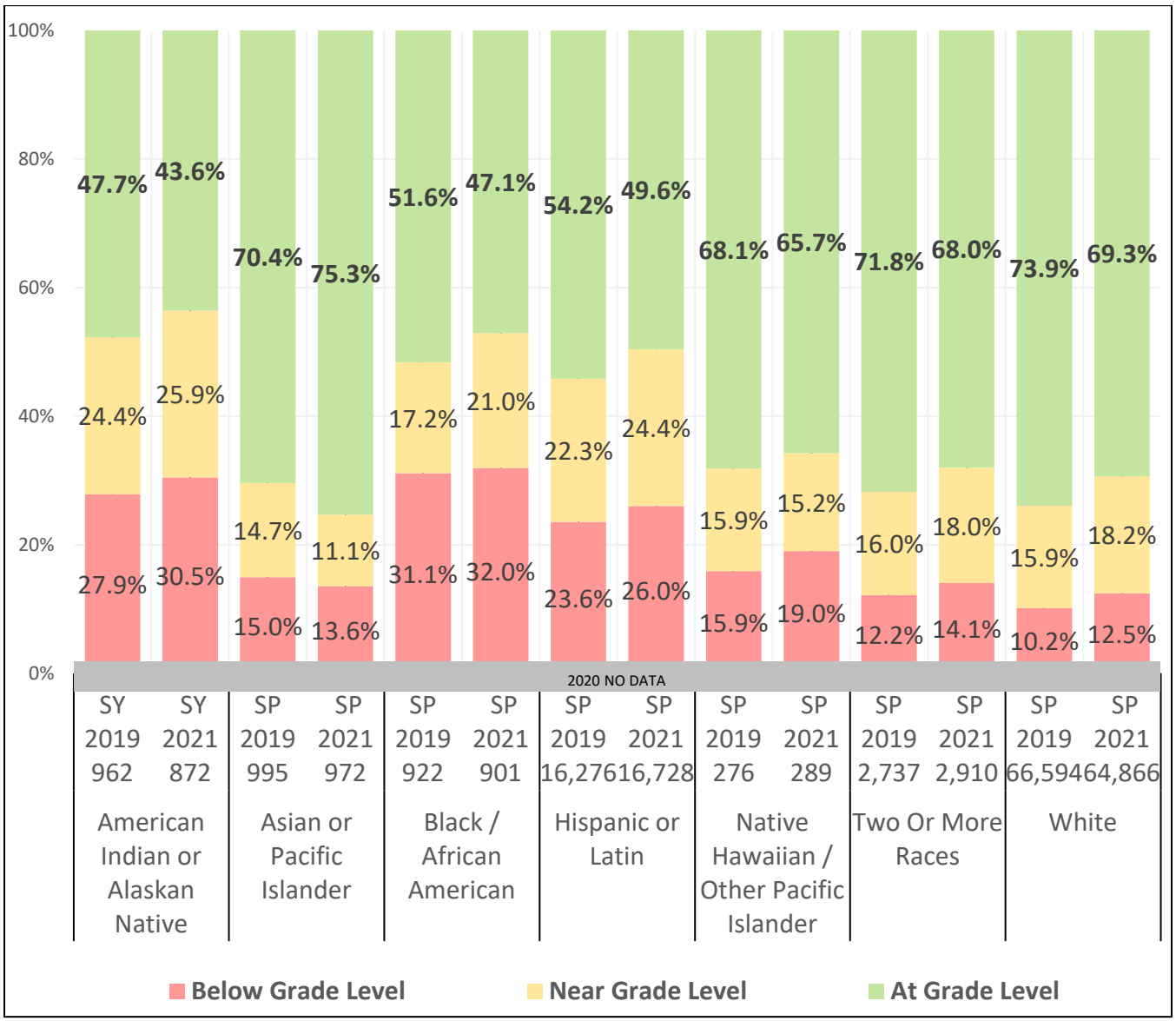
- The fall percent of grades 1-3 students At Grade Level rose in 2018-19 and fell in 2020-21.
- Fall-to-Spring growth was less in 2021 than 2019.
- Kindergarten and 1st-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion reading Below Grade Level decreased from fall to spring in all grades and both years.

Figure 7: IRI Comparing Fall and Spring across Three School Years

IRI Performance by Race/Ethnicity – ALL GRADES

IRI performance for all race/ethnicity groups declined from 2019 to 2021 in the proportion At Grade Level and increased in the proportion Below Grade Level, except for one group. Asian/Pacific Islanders' proportions went in the opposite direction, gaining nearly 4 percentage points At Grade Level, and decreasing more than 2 points Below Grade Level.

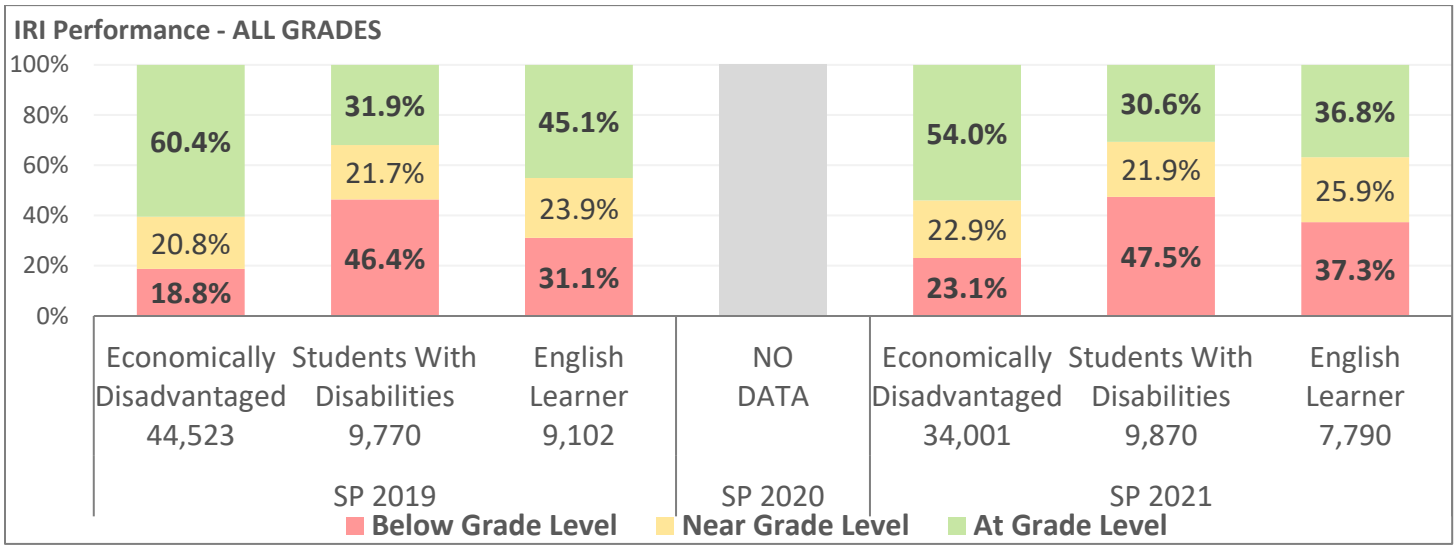
Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021



IRI Performance by Subgroup – ALL GRADES

- All three student groups declined in the proportion performing At Grade Level, and increased in the proportions Below Grade Level from Spring 2019 to Spring 2021.
- Students with disabilities experienced the least decline in performance At Grade Level of the three groups, compared to 6 and 8 percentage-point declines for the other two groups.

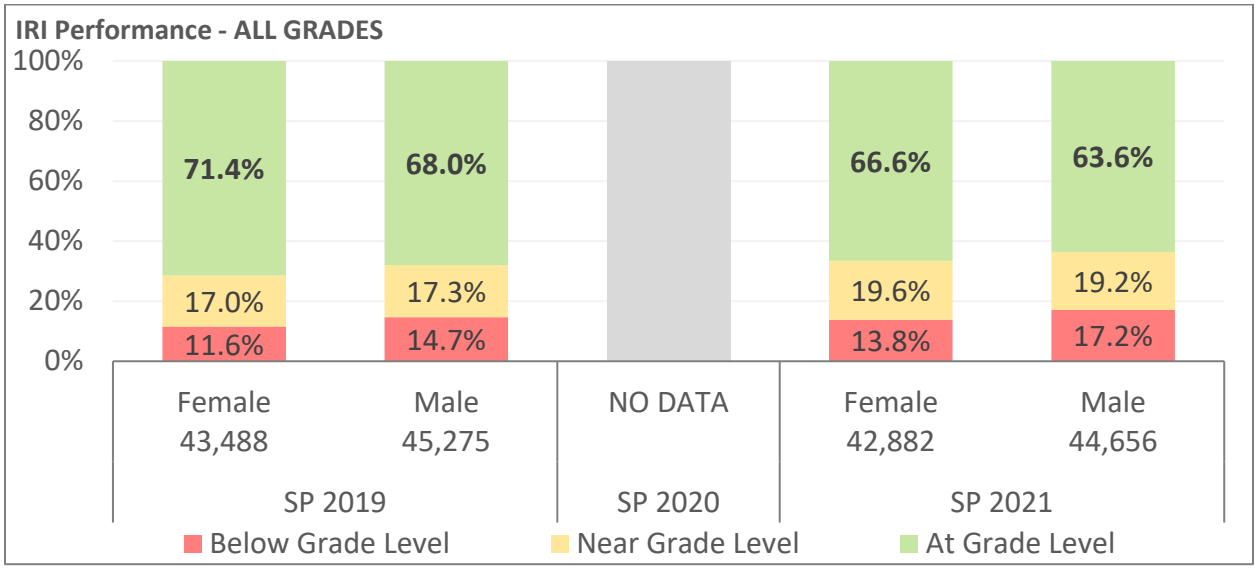
Figure 9: Spring IRI Performance Levels of Student Groups



IRI Performance by Gender – ALL GRADES

Girls performed better on the IRI than boys in both assessment years, with 3 percentage points more At Grade Level and at least 3 points fewer Below Grade Level than boys. Both groups lost 4 percentage points At Grade Level from 2019 to 2021.

Figure 10: Spring IRI Performance Levels and Gender



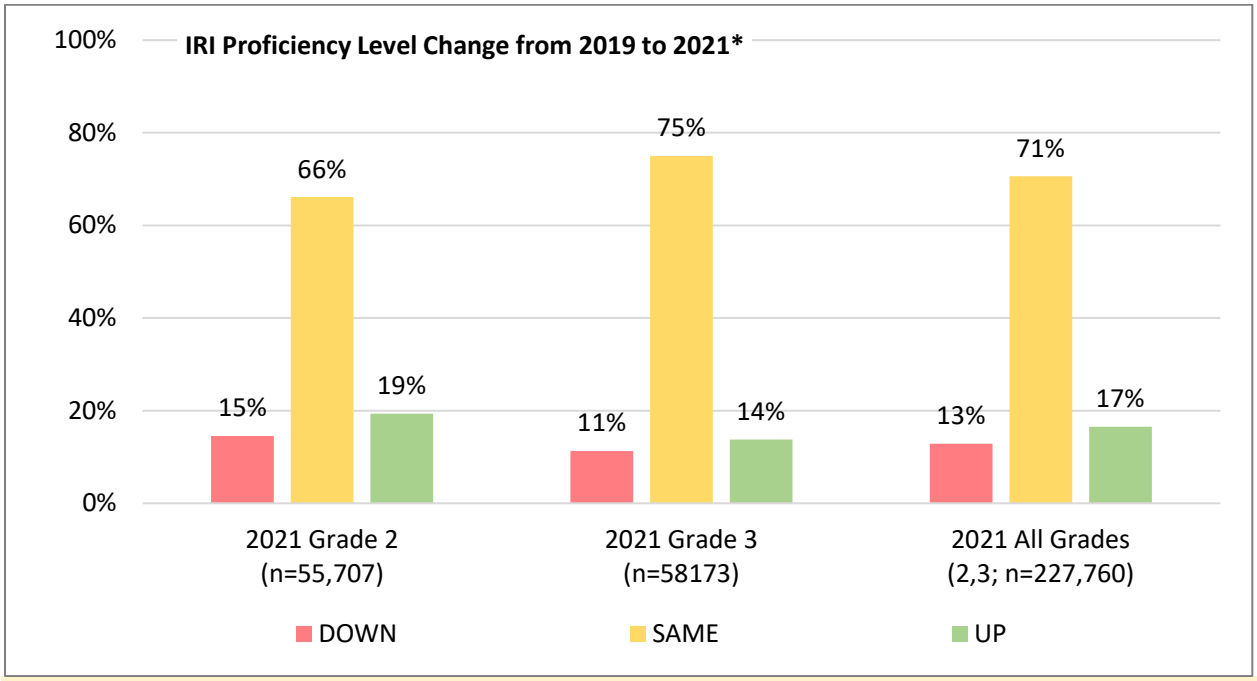
Longitudinal Cohort Analysis: IRI Performance Change from Spring 2019 to Spring 2021

This analysis looked at the Spring 2019 IRI proficiency levels of two cohorts – kindergarten and 1st grade. It compared their IRI proficiency levels in Spring 2019 with their levels two years later in Spring 2021. Spring 2020 scores were unavailable because of the COVID-19-related testing lapse.

As seen in Figure 11:

- More students moved upward in IRI performance tiers from 2019 to 2021, than downward.
- More students in 2nd grade than 3rd grade moved upward in IRI performance tiers, and more 3rd- than 2nd-graders stayed the same.
- Overall, 71% remained in the same category from Spring 2019 to Spring 2021.

Figure 11: IRI Proficiency Level Changes from Spring 2019 to Spring 2021



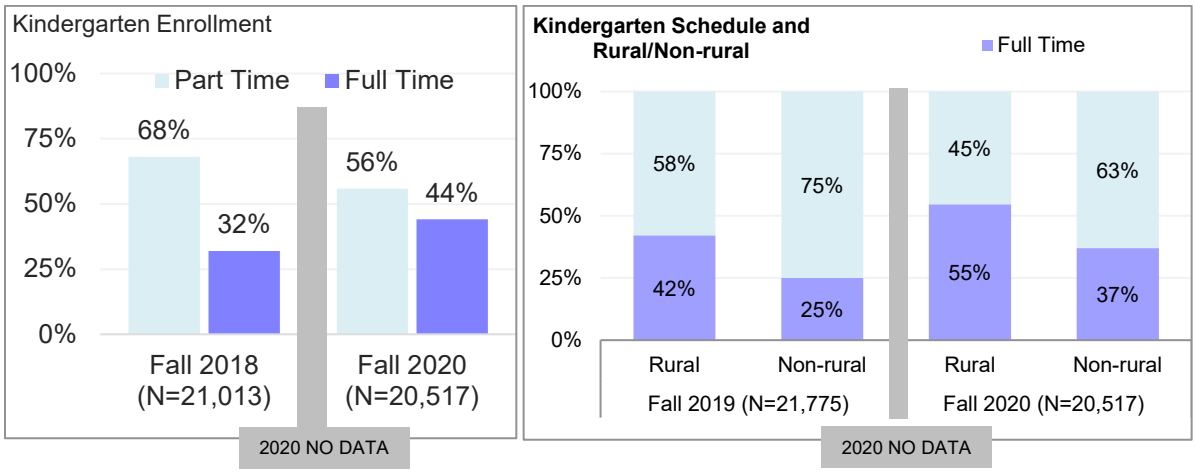
**Students' proficiency level changes are compared across two years instead of one, because COVID-19 closures prevented testing in Spring 2020. Students in 2nd grade in 2021 were in kindergarten in 2019; those in 3rd grade in 2021 were in 1st grade in 2019.*

IRI and the Relation to Full-Time and Part-Time Kindergarten

Similar to schools operating on a four-day school week, many districts and charter schools are offering full-time kindergarten schedules to all students, to a group of students, or as a fee-based program. This analysis counts children as participating in full-time kindergarten if they were identified in ISEE files as attending both AM an PM and attending every day. Part-time refers to students attending half days or all day, every other day - and we recognize that the data may be incomplete. The analysis also reports kindergarten type in rural versus non-rural schools. Rural and non-rural schools were identified applying Idaho State code (Section 33-319 – Idaho State Legislature), which invokes the U.S. Census Bureau and NCES codes (Rural Education in America - Definitions). This analysis shows findings for the 2018 and 2021 school years.

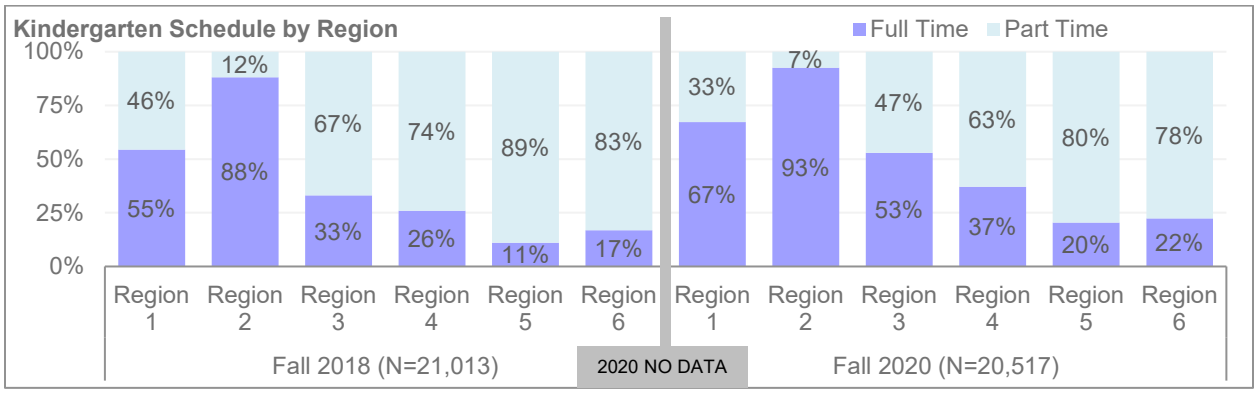
- The proportion of full-time attendance increased by more than one-third from 2019 to 44% in 2021.
- The share of full-time schools increased in rural and non-rural by 13 and 12 percentage points, respectively, a proportionally larger growth for non-rural schools, which started at a lower ratio.

Figure 12: Part-versus Full-time Kindergarten



- All regions increased their proportions of students attending full-time kindergarten from 2019 to 2021. More than half of Region 1, 2, and 3 students attended kindergarten full time compared to with only about one-fifth of students in Region 5 and 6.

Figure 13: Part- versus Full-time Kindergarten by Region

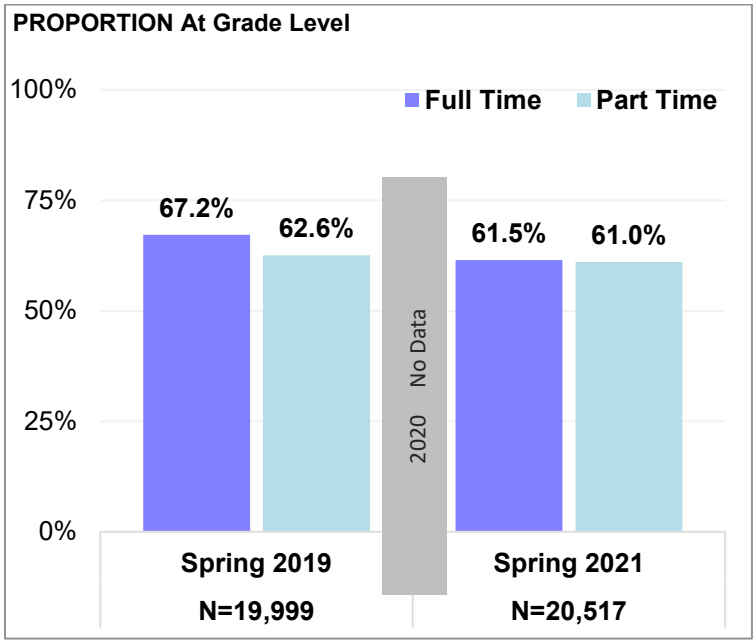


IRI Performance by Kindergarten Attendance and Schedule

Students attending kindergarten full time learned more than those attending part-time, an effect seen more both before and after COVID-19 closures.

Figure 14 and Figure 15 show two views of kindergarten IRI performance depending on whether students attended full- versus part-time.

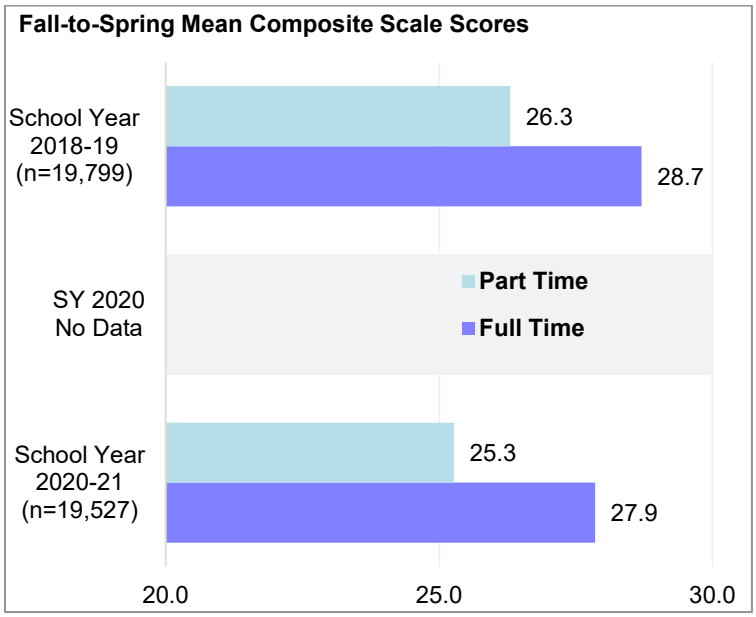
Figure 14: Spring IRI Performance by Kindergarten Schedule



The percentage of kindergartners At Grade Level on the Spring 2019 IRI was nearly 5 percentage points higher among those attending kindergarten full-time than part-time. This advantage shrank to 0.5 percentage points in 2021.

The graph showing scale score differences below reveals a much stronger difference.

Figure 15: IRI Mean Fall-to-Spring Scale Score Increase by Kindergarten Schedule



The mean Fall-to-Spring scale score increase among students in part-time versus full-time kindergarten reveals that:

Full-time kindergarteners gained 28.7 scale score points Fall to Spring in 2019 compared to 26.3 points among part-time students – a 2.3 scale points advantage for full-time kindergarteners.

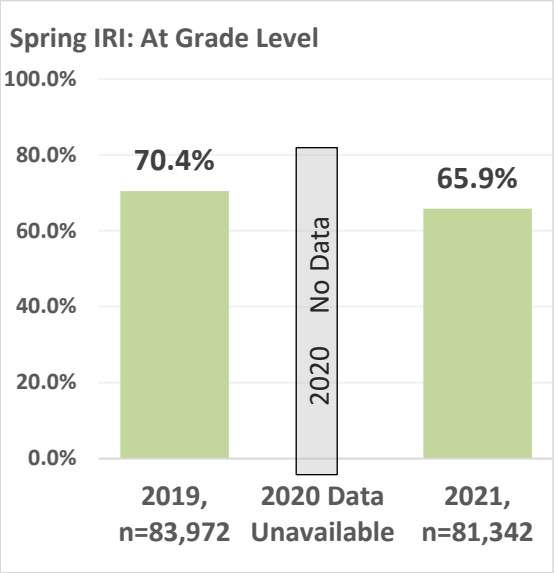
Gains were less for both groups in 2021, though the full-time kindergarten advantage was greater – 2.6 scale points.

The differing conclusions points from the two graphs point to the shortcomings of using the performance tiers to measure growth.

IRI Proficiency All Students, All Grades - Springs 2019 and 2021; and Group Differences

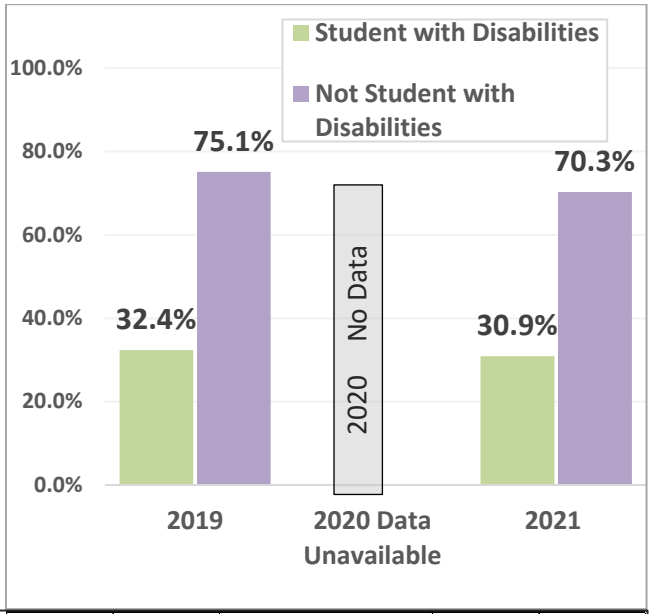
This section reviews IRI proficiency proportions among all students, and among student groups.

Figure 16: Spring IRI Percentages At Grade Level, ALL STUDENTS, K-3



The proportion of ALL STUDENTS in all grades (K-3) performing At Grade Level in the Spring IRI declined by 4.5 percentage points from 2019 to 2021.

Figure 17: Spring IRI Percentages At Grade Level by Disability

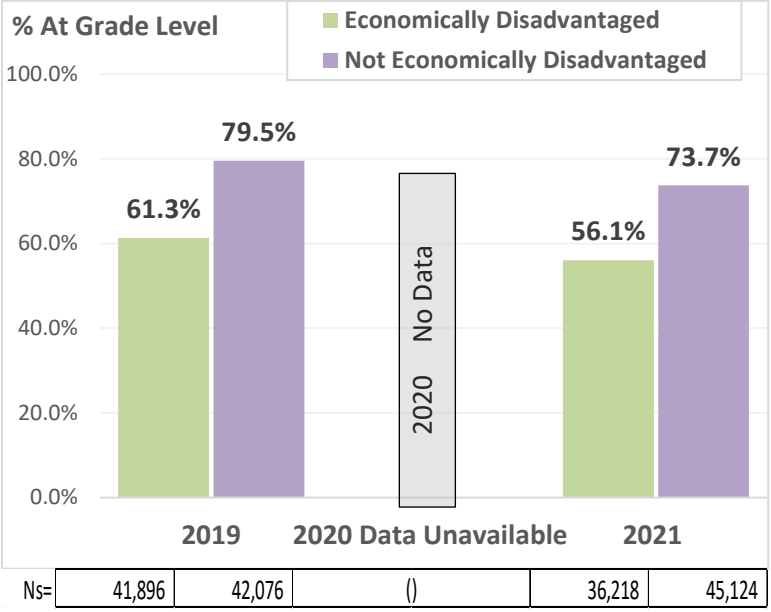


Ns=	9,236	74,736	()	9,166	72,176

The Spring IRI proficiency-rate-gap between students with disabilities and others decreased more than 3 percentage points from 2019 to 2021.

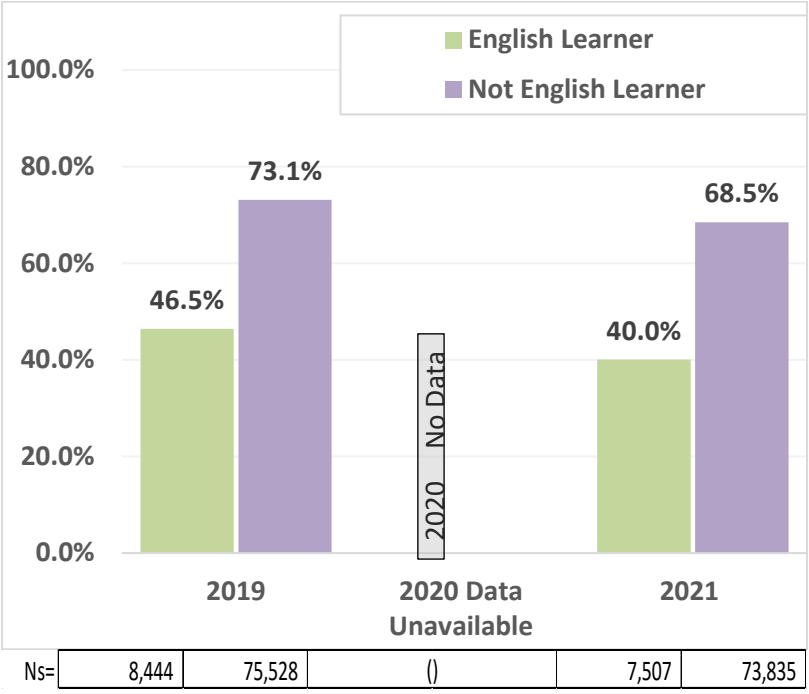
The 2021 gap: 39.4 points.

Figure 18: Spring IRI Percentages At Grade Level by Economic Disadvantage



The Spring IRI proficiency-rate-gap between students who were economically disadvantaged and students not economically disadvantaged has remained at about 18 percentage points since 2019.

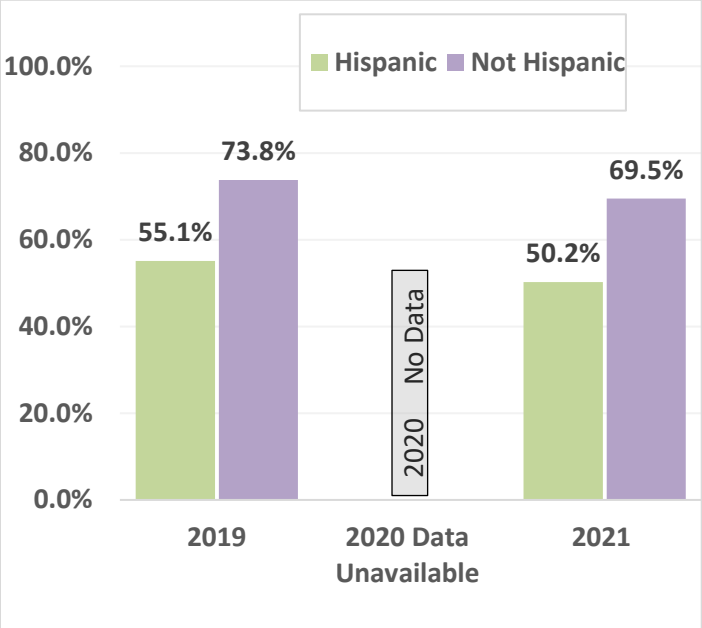
Figure 19: Spring IRI Percentages At Grade Level and English Learners



The Spring IRI proficiency-rate-gap between English Learners and students who were not ELs grew by about 2 percentage points from 2019 to 2021.

The 2021 gap: 28.4 points.

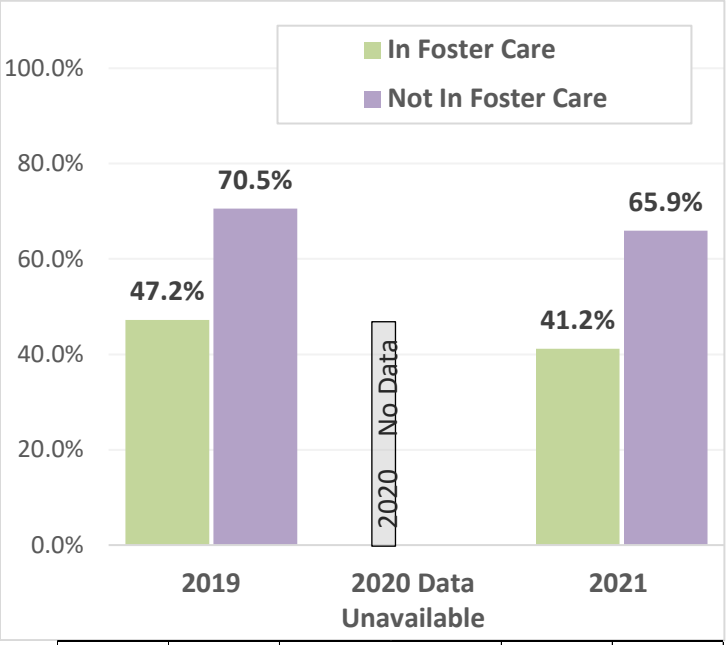
Figure 20: Spring IRI Percentages At Grade Level and Hispanic Ethnicity



Ns=	15,101	68,871	()	15,375	65,967

The Spring IRI proficiency-rate-gap between Hispanic or Latin students and students who were not Hispanic or Latin has remained stable at about 18 percentage points since 2019.

Figure 21: Spring IRI Percentages At Grade Level and Foster Care



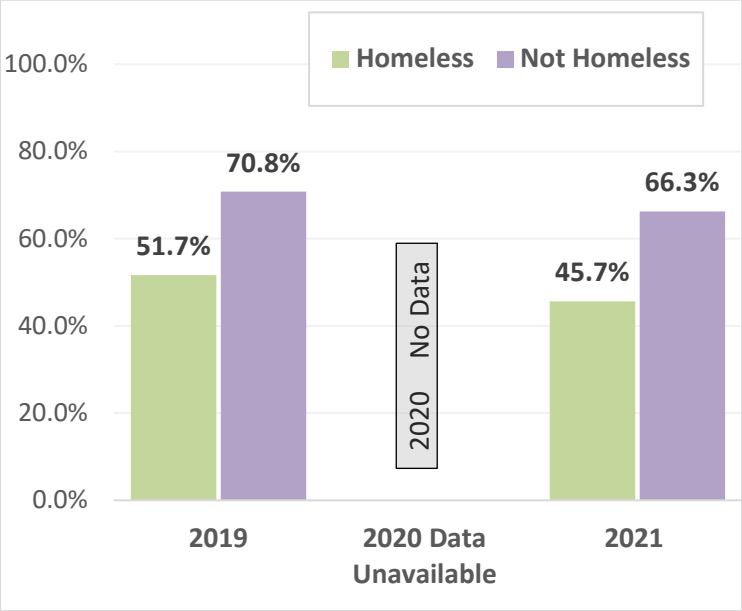
Ns=	409	83,563	()	277	81,065

The Spring IRI proficiency-rate-gap between students in foster care and students who were not in foster care increased about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 24.8 points.

The Spring IRI proficiency gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points to 20.6 points in 2021.

Figure 22: Spring IRI Percentages At Grade Level and Homelessness



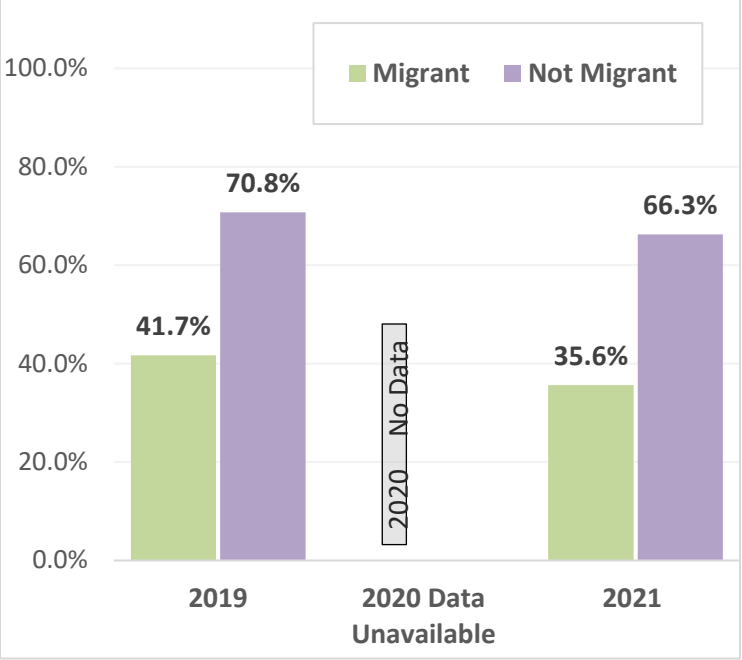
Ns=	1,649	82,323	()	1,579	79,763

The Spring IRI proficiency-rate-gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 20.6 points.

The Spring IRI proficiency gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 30.6 points in 2021.

Figure 23: Spring IRI Percentages At Grade Level and Migrant Students



Ns=	972	83,000	()	1,055	80,287

The Spring IRI proficiency-rate-gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 30.6 points.

Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. Using the WIDA Screener for kindergarten and the WIDA Screener (for all other grades), districts and charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English Learners (ELs) participate annually in a standardized English language proficiency assessment (the ACCESS) to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS is typically administered from the last week in January to the first week in March.

ACCESS for English Learners (ELs) delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Idaho has based screening and exit criteria on these proficiency level scores since 2016. In 2017, the SDE slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, SDE implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[2]. The effects of this modification were twofold. First, the percentage exiting proportion more than quadrupled from 4.2% in 2018-19 to 19.3% in 2019-20. Second, those remaining to take the ISAT in 2021 on average had a lower English language proficiency than the ELs had in prior years, which might be expected to cause a decline in ISAT ELA scores. Yet, the opposite was observed (as seen in Figure 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage (AOC 30)).

[2] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

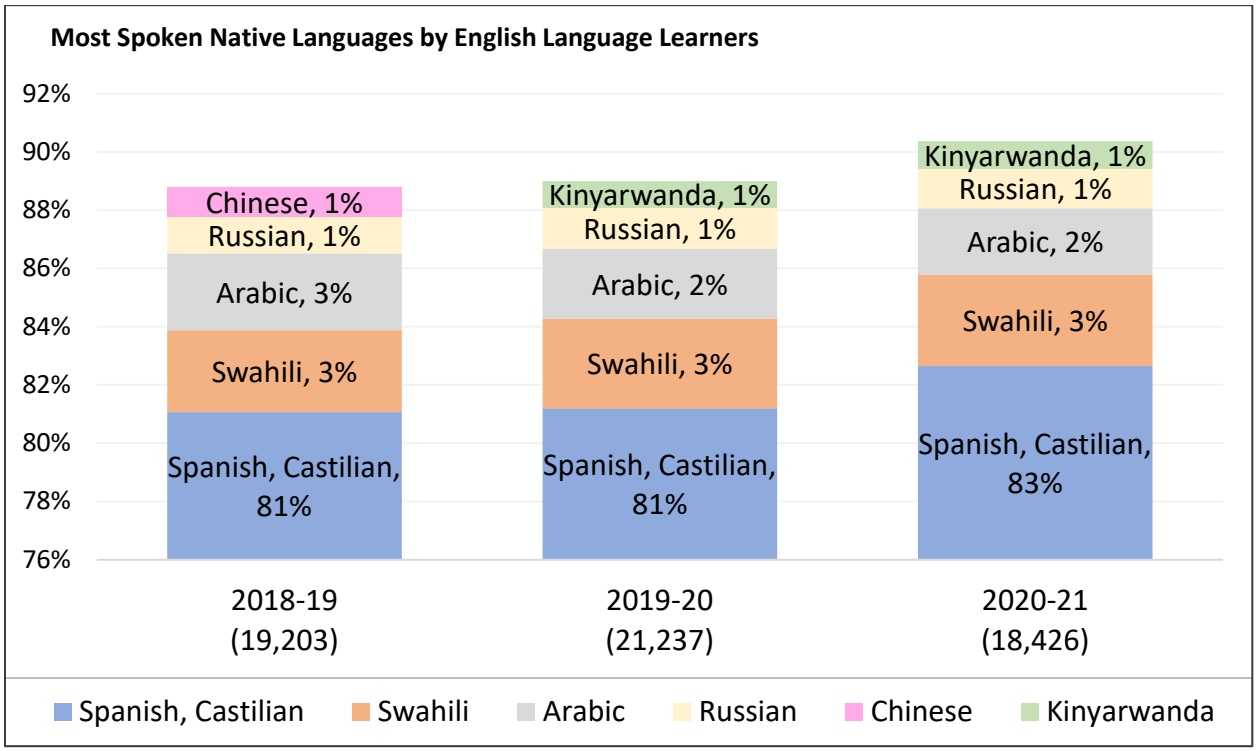
Native Languages Spoken by English Language Learners

In 2020-21, there were 18,426 English language learners who spoke 114 native languages; 134 languages were spoken by the English language learners in 2018-19.

As seen in Figure 24:

- Spanish was the most commonly spoken language by far; it was the native language of 81% of all English Learners.
- The top five languages, accounting for 89%-90% of all foreign languages spoken, were relatively stable across the past three years. Only the fifth position changed from Chinese to Kinyarwanda in 2019-20.

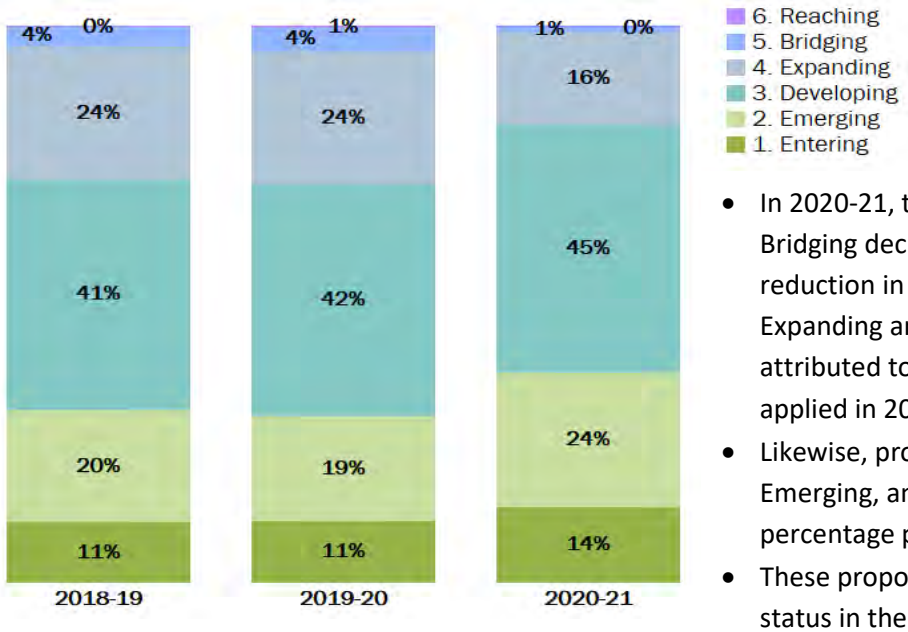
Figure 24: Native Languages Most Spoken by English Language Learners



English Learners' Program Language Proficiency Level

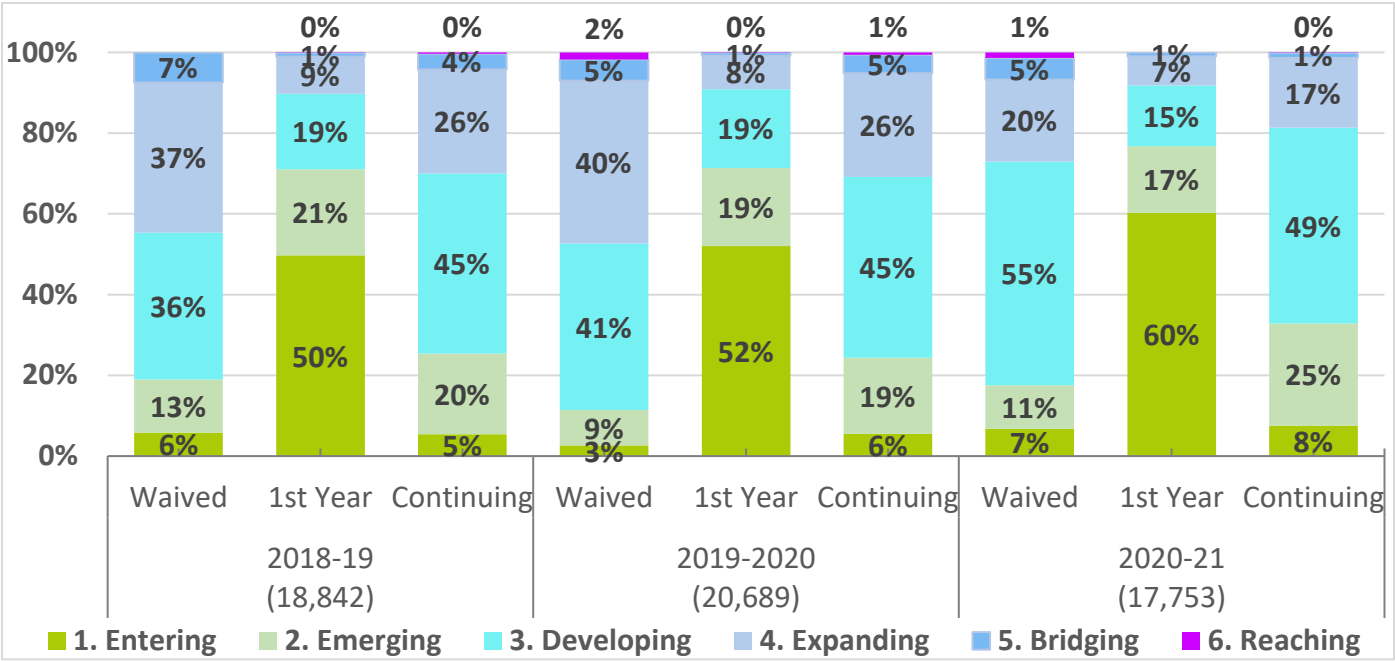
From 2018-19 through 2020-21, the proportions of English Learners in each proficiency level remained relatively stable.

Figure 25: English Language Proficiency - English Language Learners



- In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage. Much of the reduction in the percentage of students in the Expanding and Bridging proficiency levels can be attributed to the effect of the modified exit criteria applied in 2020.
- Likewise, proportions in the lower levels – Developing, Emerging, and Entering – each increased by about 3 percentage points.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing and later stages; 1st-year dominated the Entering level.

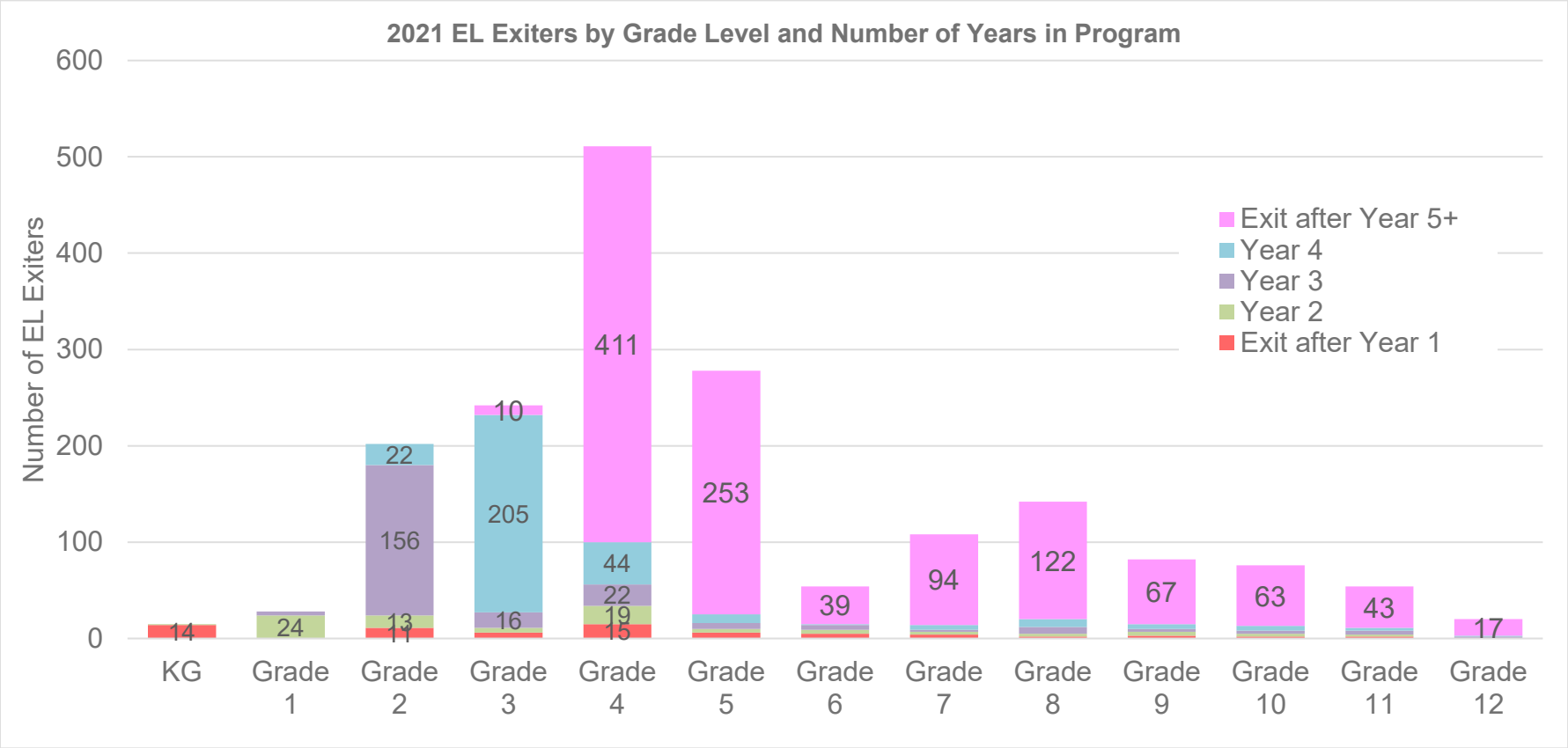
Figure 26: English Language Proficiency by English Learner Status



As seen in Figure 27:

- Most English Learners exited the program after five or more years.
- Most students entered the English Learner program in kindergarten or 1st grade and exited in 4th or 5th grade.
- Four years was the second most common program participation length before exit, and most of these exits occurred in grades 3 and 4.

Figure 27: English Learners' Grade and Years in the Program Upon Exit



**Exit counts smaller than 10 do not appear on the graph for privacy purposes.*

Idaho Standards Achievement Tests

Students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA) and Mathematics (Math). These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. The ISAT items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: To indicate both student achievement and growth of student learning as part of program evaluation and accountability for schools, districts, and the state; to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and to capitalize on the strengths of computer-adaptive testing by optimizing a student's ability to demonstrate the full extent of her knowledge and skills. This summative assessment is an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended only for students with the most significant cognitive disabilities who meet four participation criteria. It is up to a student's IEP team to determine if the student qualifies for the IDAA based on the four participation criteria. Students with the most significant cognitive disabilities represent about 1% of the total student population.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations;
- general assessment with accommodations; or
- Alternate Assessment or IDAA for students who qualify.

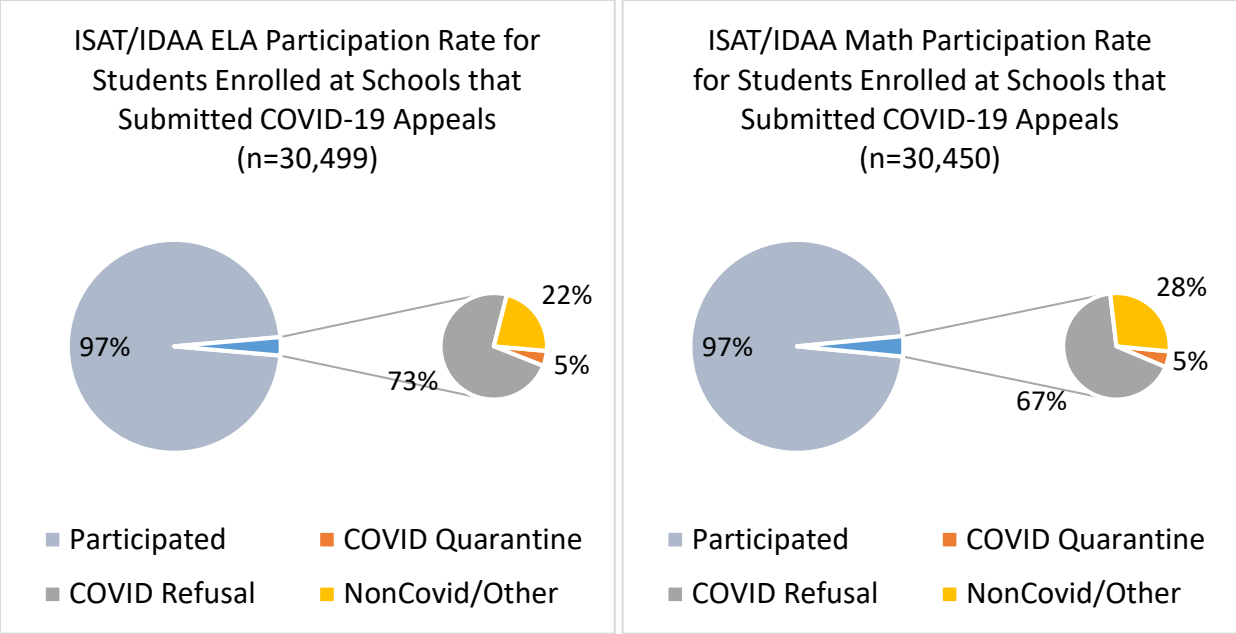
This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

ISAT Proficiency and COVID Effects on Participation

The following graphs show participation rates for ISAT/IDAA ELA/literacy and mathematics for all students, with information about non-participation rates and COVID-related reasons for non-participation. In 2021, LEAs and schools were asked to identify COVID-19-related non-participants for the SDE to better estimate the effect of COVID-19 on testing. This reporting was strictly voluntary.

A total of 26 schools from 20 LEAs submitted "appeal(s)", indicating if a student did not participate because of a COVID-19-related refusal or quarantine. The schools submitting those appeals achieved the overall ISAT/IDAA participation rate of 97%. Among the non-participating students documented in the appeals, the majority (73% for ELA/literacy and 67% for mathematics) refused to participate for reasons related to COVID-19. The proportion of non-COVID reasons for non-participation was greater for ISAT/IDAA mathematics than ELA/literacy.

Figure 28: 2021 ISAT Participation Rates for ELA and Math



The non-participation reasons also varied across grade levels. A higher proportion of students in grade 10 than in other grades than other grades did not participate in ISAT/IDAA due to COVID-19 quarantine or reasons unrelated to COVID-19. The other grade levels tended to have a higher proportion of students who refused to participate for COVID-19-related reasons.

Figure 29: 2021 Reasons for Non-participation in ISAT ELA

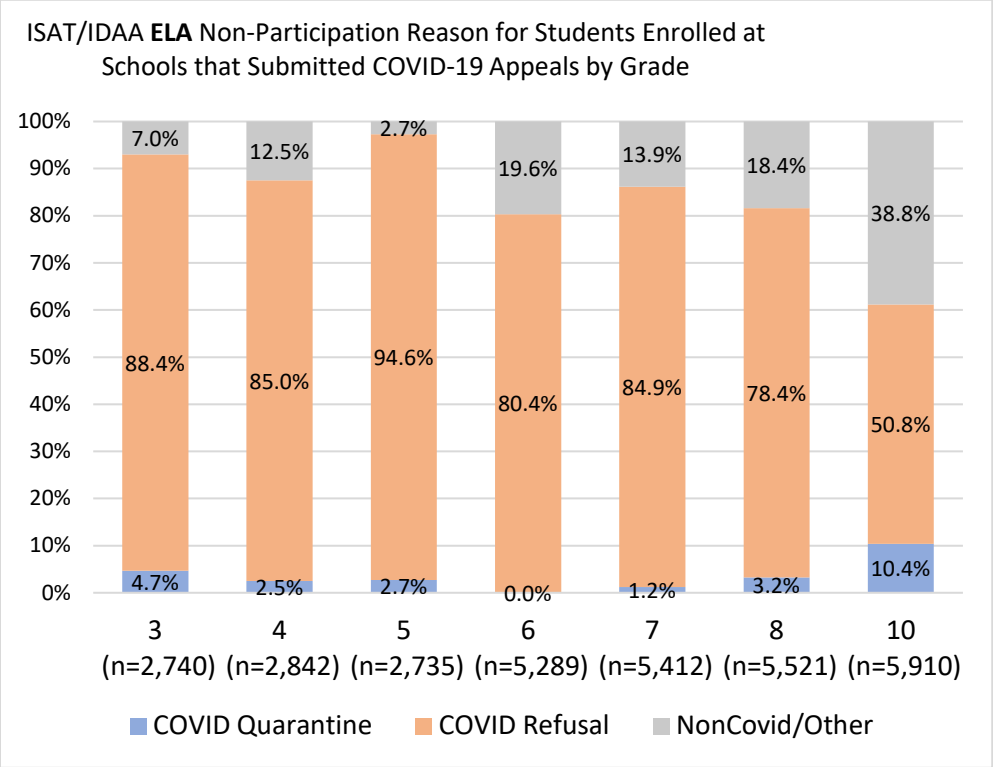
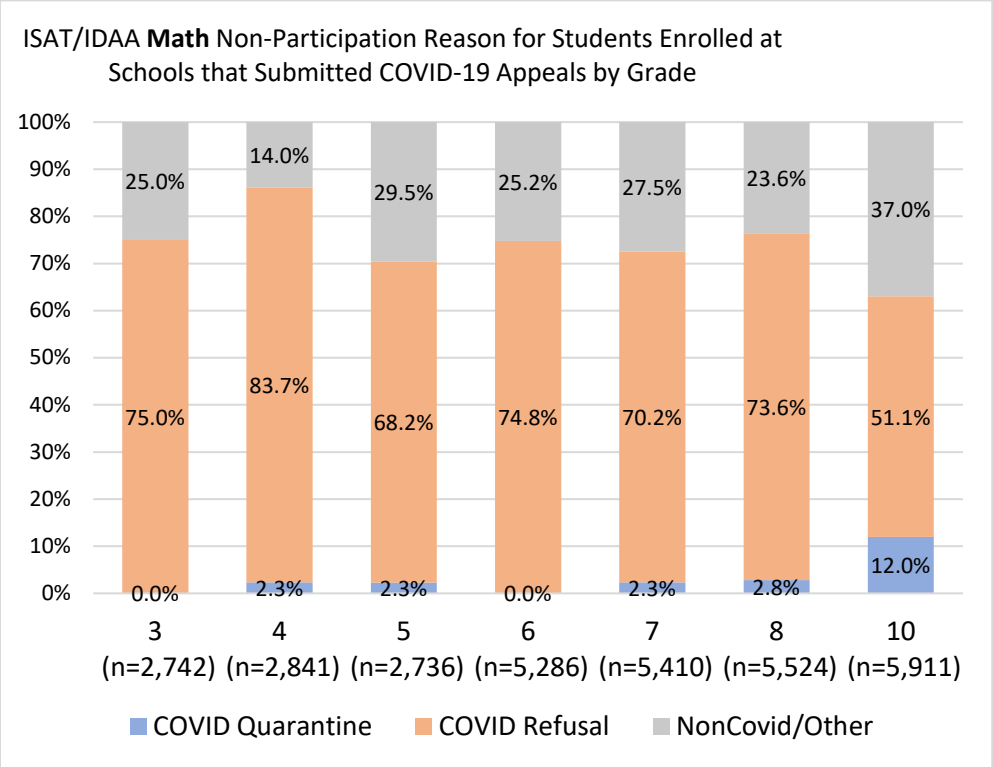


Figure 30: 2021 Reasons for Non-participation in ISAT Math



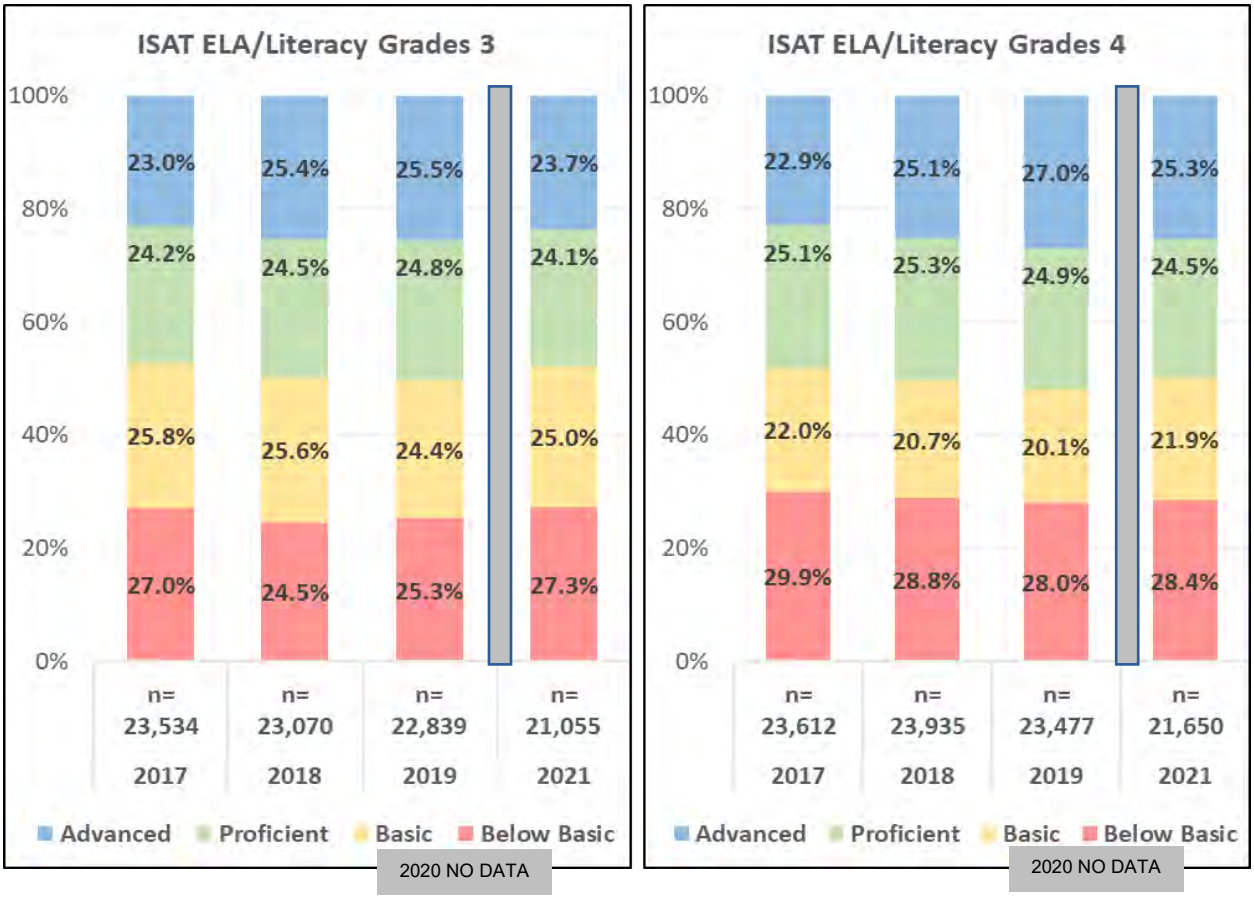
- The majority of non-participation reasons across all grades and for both tests was COVID-refusal.
- The proportion of non-COVID reasons grew in higher grades to 38.8 % (10th-grade ELA) and 37.0% (10th-grade Math).
- COVID quarantine was a more common cause of non-participation in 10th-grade than lower grades (10.4% for ELA, 12.0% for math).

ISAT ELA in Grades 3 and 4

Figure 31 shows a COVID-19 effect:

The proportions performing at Advanced and Proficient levels declined in both grades 3 and 4 this year after rising steadily from 2017 through 2019.

Figure 31: ISAT ELA/Literacy Performance Grades 3 and 4

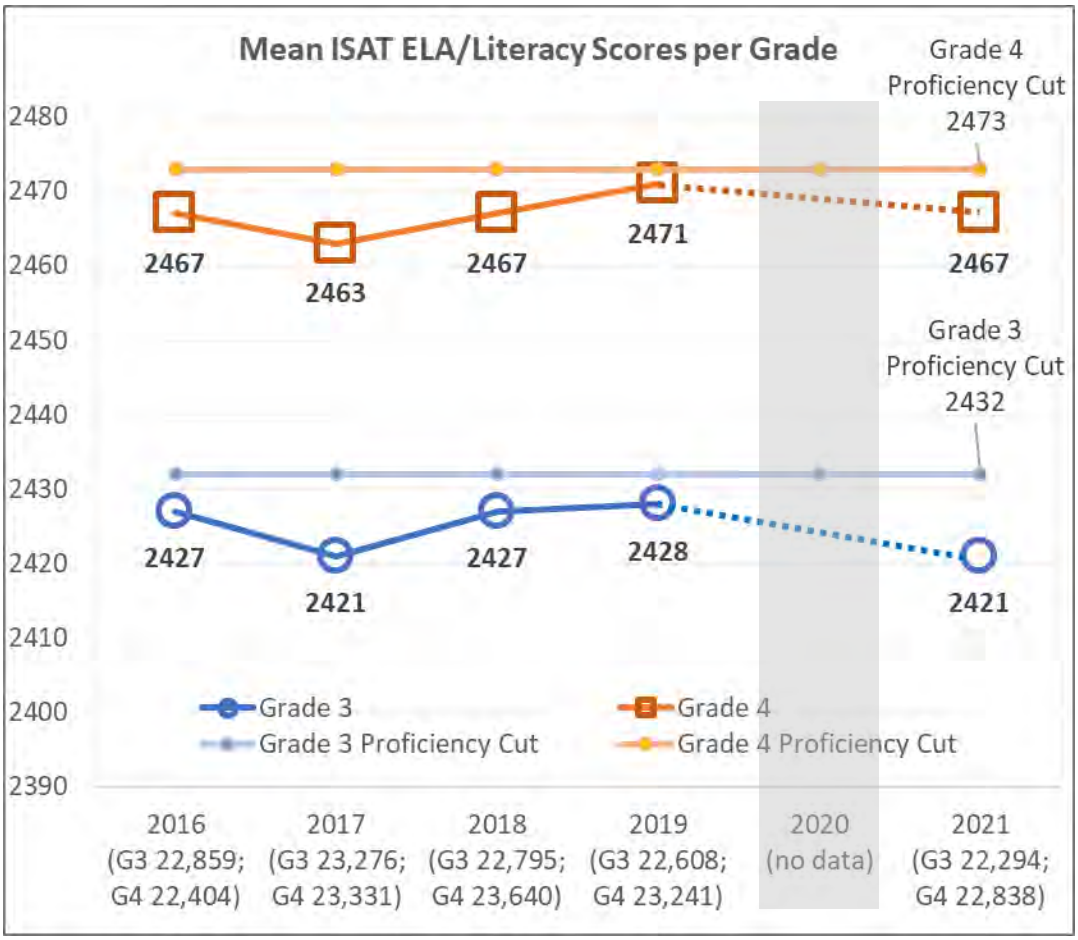


ISAT ELA Across Years in Grades 3 and 4

Figure 54 shows another view of the COVID-19 effect on reducing performance scores.

- Mean literacy scores in both grades 3 and 4 rose from 2017 through 2019 only to drop back to 2017 levels in 2021.

Figure 32: ISAT ELA Scale Scores per Grade



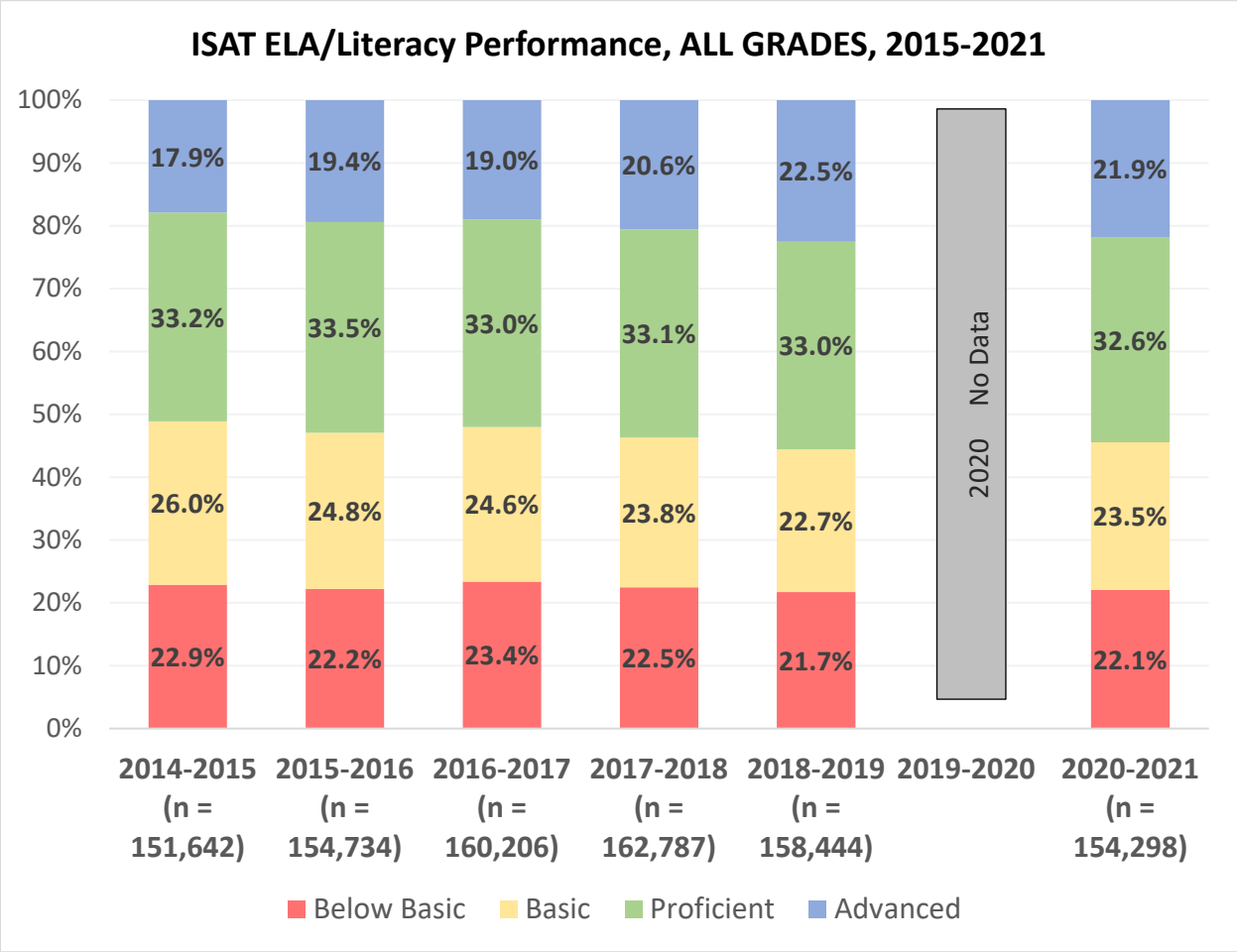
ISAT English Language Arts, ALL GRADES, 2015 – 2021

After students take the ISAT ELA assessment, their results are reported in two primary ways: scale scores and four categorical achievement levels. Based on their scale scores, students fall into one of four categories of performance called achievement levels. The graph below shows the performance of students in grades 3-8 and 10, across the four achievement levels.

Figure 33 shows that

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021.
- The relatively consistent year-to-year proportions in both Proficient and Below Basic across the years suggests that scale score changes within these groups were too small to cause movement out of categories. At the same time, these group-level scores do not show the trajectory of individual students across time.

Figure 33: ISAT ELA-Literacy, All Grades, SYs 2015 - 2021



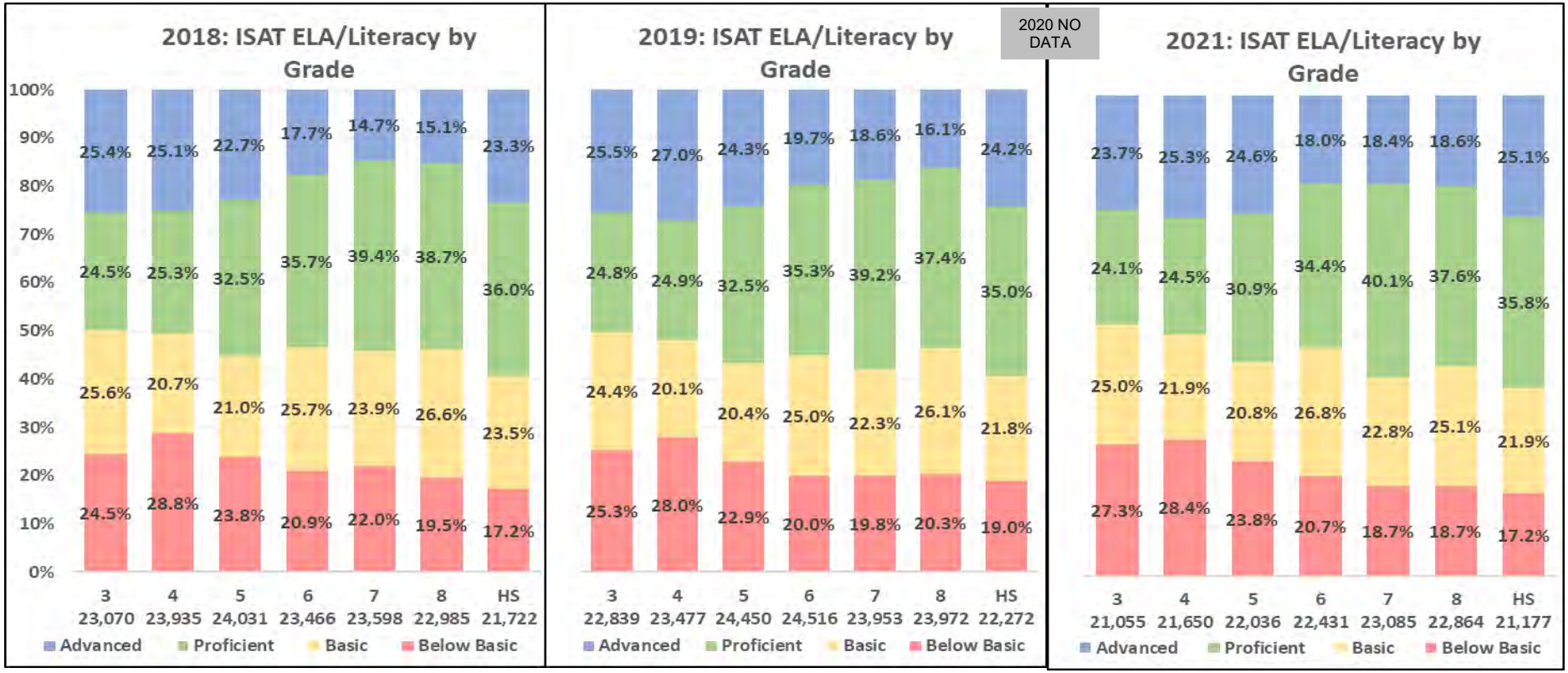
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT English Language Arts Performance by Grade

Figure 34 shows that:

- Performance at Advanced level increased in 8th and 10th (HS) grades each year.
- Performance at Proficient level remained relatively stable in each grade, over time.
- Performance at Below Basic level shows a reduction from 2019 in grades 7, 8, and 10 (HS), ranging from 1.1 to 1.8 percentage points; but an increase in grades 3 through 6 of 0.4 to 2.0 percentage points.

Figure 34: ISAT ELA/Literacy by Grade in 2018, 2019, and 2021



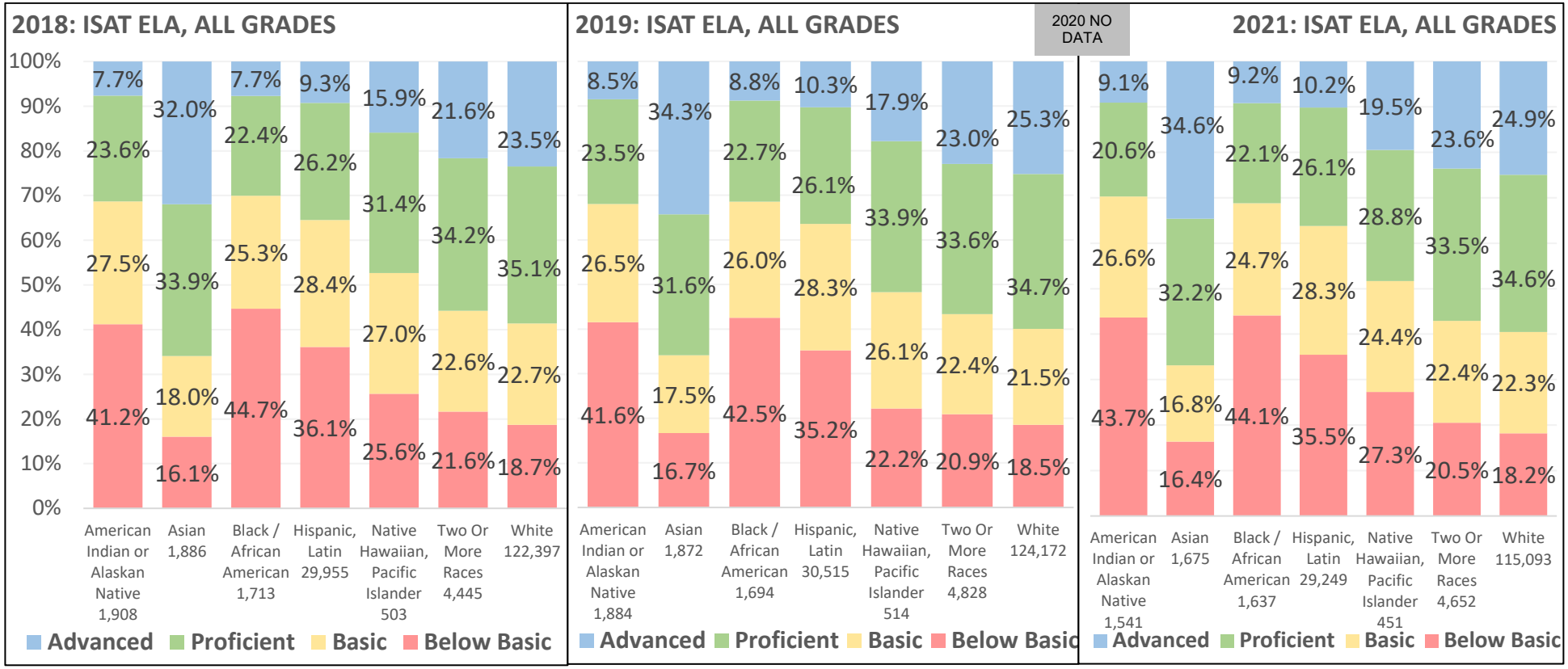
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT English Language Arts Performance by Race/Ethnicity, ALL GRADES

Figure 35 shows that:

- Compared to 2018, all Race/Ethnicity student groups increased in the combined percentage of Proficient plus Advanced, except for American Indians.
- All groups except Asians, Mixed-race students and White students increased the percentage of students scoring Below Basic since 2019.
- Asians have consistently had a higher proportion of students scoring Proficient or Advanced than other groups since 2018.

Figure 35: ISAT ELA/Literacy by Race / Ethnicity in 2018, 2019, and 2021

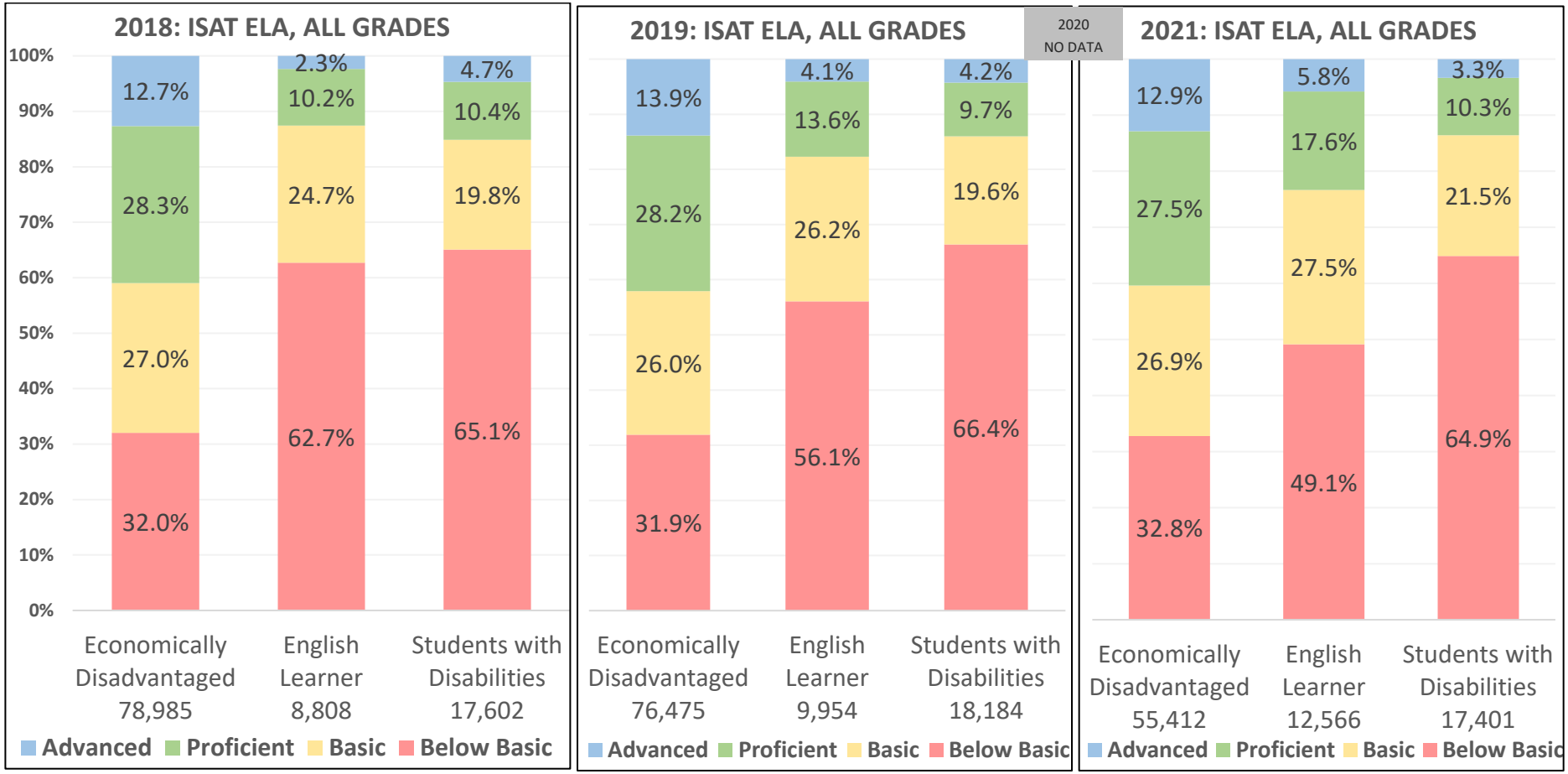


ISAT ELA Performance by Subgroup (EL, Economic Disadvantage, Disabilities) – ALL GRADES

As seen in Figure 36:

- English Learners have increased in the combined proportion of Advanced and Proficient each year since 2018 and decreased by 10 percentage points in Below Basic, this despite the change in exit criteria resulting in the exit of the most skilled speakers, which would have a downward effect on scores.
- Percentages of students with disabilities and economically disadvantaged students performing at Proficient or Advanced have declined over the three years seen below.
- Yet, percentages of students with disabilities who were Below Basic also decreased in 2021 compared to 2018 and 2019.

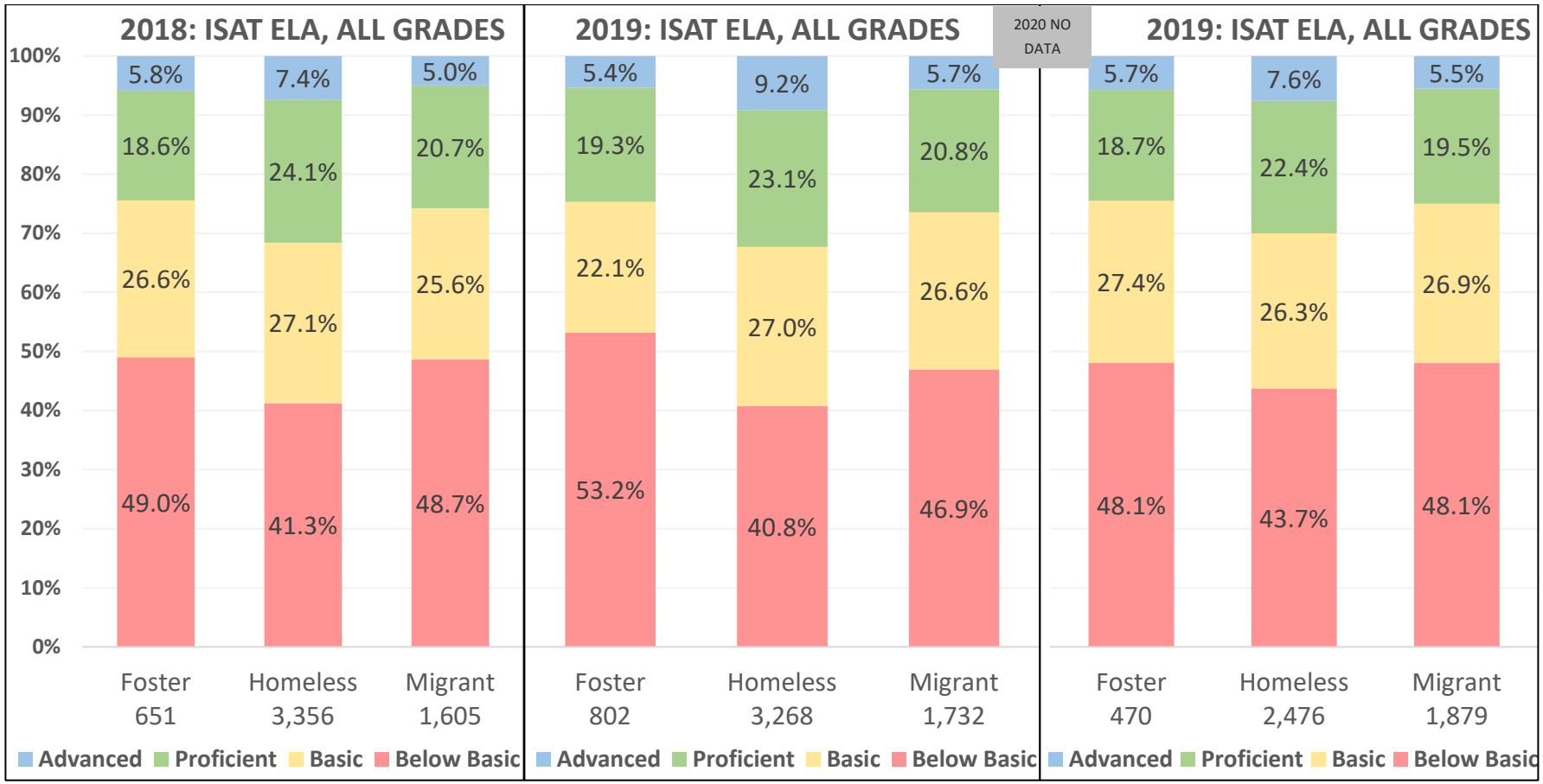
Figure 36: ISAT ELA/Literacy by Student Group 1 in 2018, 2019, and 2021



As seen in Figure 37:

- Homeless students, migrants, and those in foster care all increased somewhat in Advanced or Proficient levels from 2018 to 2019, and then decreased in 2021.
- Similarly, all three decreased in the proportion scoring Below Basic from 2018 to 2019, only to increase that proportion in 2021.

Figure 37: ISAT ELA/Literacy by Student Group 2 in 2018, 2019, and 2021

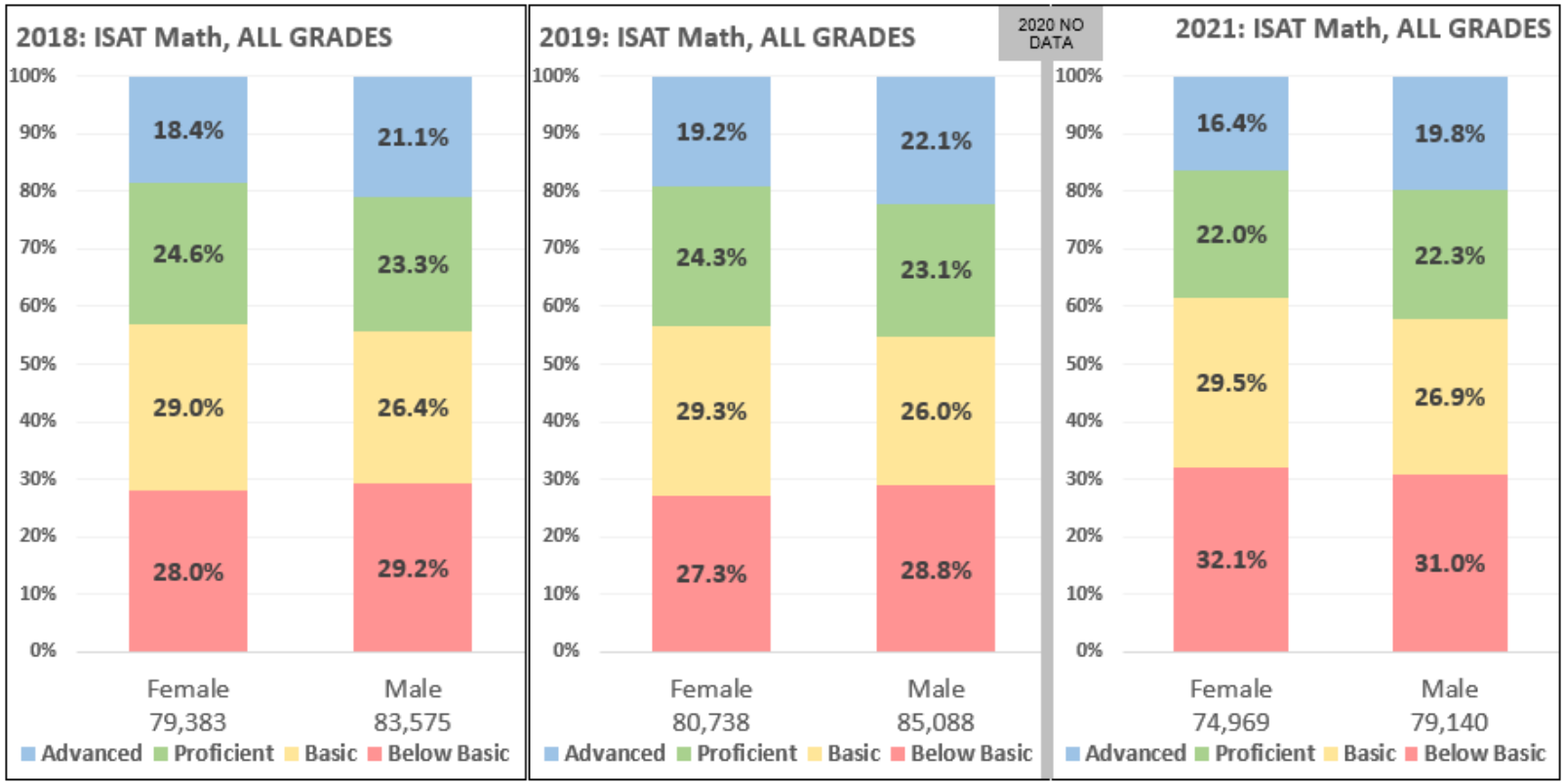


ISAT ELA Performance by Gender – ALL GRADES

Figure 38 shows

- Across the years, higher proportions of female than male students achieved Advanced – this gap has risen from 2.7 to 3.4 percentage points since 2018.
- Males have slightly increased proportions achieving Proficient or Advanced since 2018, and females held stable.

Figure 38: ISAT ELA/Literacy by Gender in 2018, 2019, and 2021

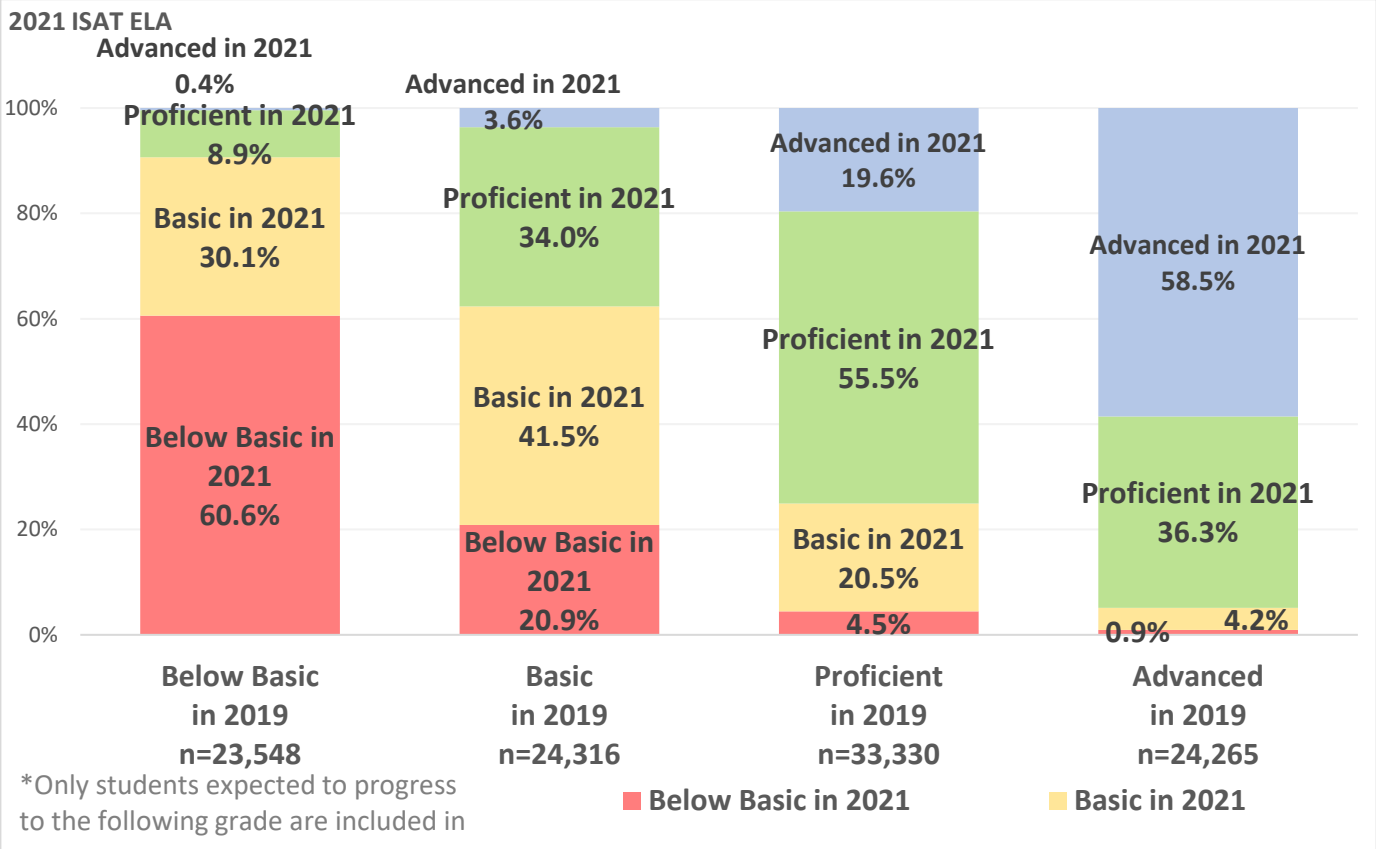


ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 39 shows the change versus stability of students' ISAT ELA proficiency levels across two measurement times - 2019 versus 2021. Each vertical, stacked bar represents all the students who started at a specific ISAT ELA proficiency level in 2019 – the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar represent where a student was two years later in 2021. For example, 60.6% of those starting at Below Basic in 2019 were still there in 2021 (the red section of the first bar). Overall, the stacked bars show that:

- The plurality of students did **not move** ELA proficiency level from 2019 to 2021, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2021, either downward from Advanced in 2019 (36.3%) or upward from Basic (34.0%).

Figure 39: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



Note that this analysis included just 105,459 students, which was 67% of the 158,444 students who tested in 2019, for two reasons.

- It excluded three grades from analyses, amounting to about 66,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 2-year gap. Students needed to be in a grade in 2019 that was two grades below those included in 2021. In other words, it included only grades 3-5 and 8 in 2019, which rolled into grades 5-8 and 10 in 2021.
- Matching across time also loses students who move from the state or leave public schools.

Longitudinal Review of ELA Performance

This analysis reviewed the ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in school year 2021. It examined their mean scale scores progressing from school years 2016 through 2021. For both the 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade ISAT is administered. It progresses to their cohort grade in 2021. For the 10th-grade cohort, it starts in their 5th grade in 2015-16. All students with a score in at least three grades were included in the cohort analysis. Students were included regardless of their progression to the expected next grade. The graph shows composite scores as well as constituent claims scores. Claim scores evaluate achievement on each of the four skills that comprise English language and literacy – Reading, Listening and Speaking, Writing, and Research. The four claim scores are combined into the Composite.

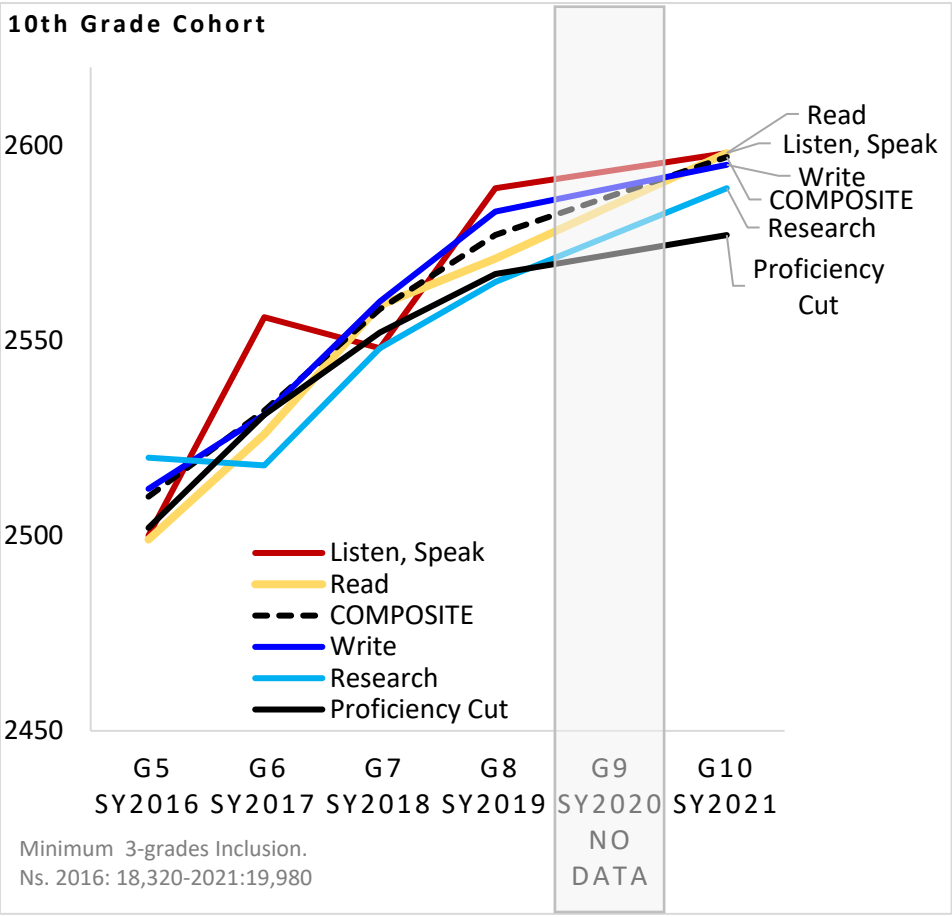
The graphs show the Composite score in dashed black; each claim in a color, and the Proficiency Cut Score in black. The Cut score is the level a student is considered proficient within the grade.

ISAT ELA Longitudinal Analysis of Mean Claim and Composite Scores for 10th-, 8th-, and 7th-Grade Cohorts

As seen in Figure 40 showing the 10th-grade cohort:

- The Research claim had generally the lowest mean scores of all the claim scores; Listening and Speaking had the most variable score by grade.
- By 6th grade, the mean Writing and Composite scores had surpassed the Proficiency Cut for that grade, and by 8th grade, all of the claim scores and the Composite met or exceeded the 8th-grade Proficiency Cut.

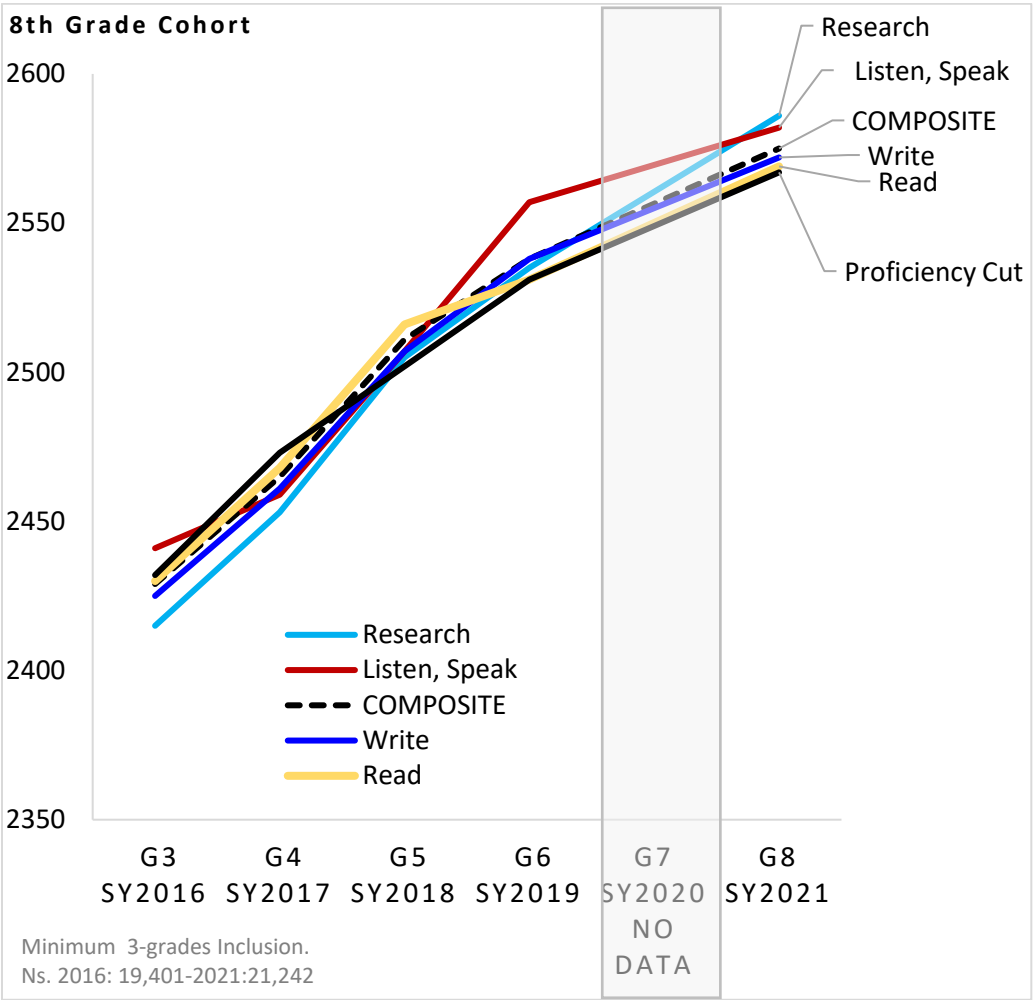
Figure 40: ISAT ELA Mean Scores of 10th-Grade Cohort SYs 2016 – 2021



As seen in the 8th-grade cohort analysis:

- The mean claim scores for 8th grade varied less from one another causing their lines them to appear more closely spaced together than was true for the 10th-grade cohort.
- Yet, similar to the pattern seen in the 10th-grade cohort, the Listening and Speaking claim was the most variable by grade. Also similar was that the Research claim started with the lowest mean scores in early grades. Unlike the 10th-grade cohort, it finished at the top in this 8th-grade cohort.
- For this cohort, all the claims and the composite reached or exceeded the Proficiency Cut by 5th grade, one or more grades earlier than in the prior 10th-grade cohort.

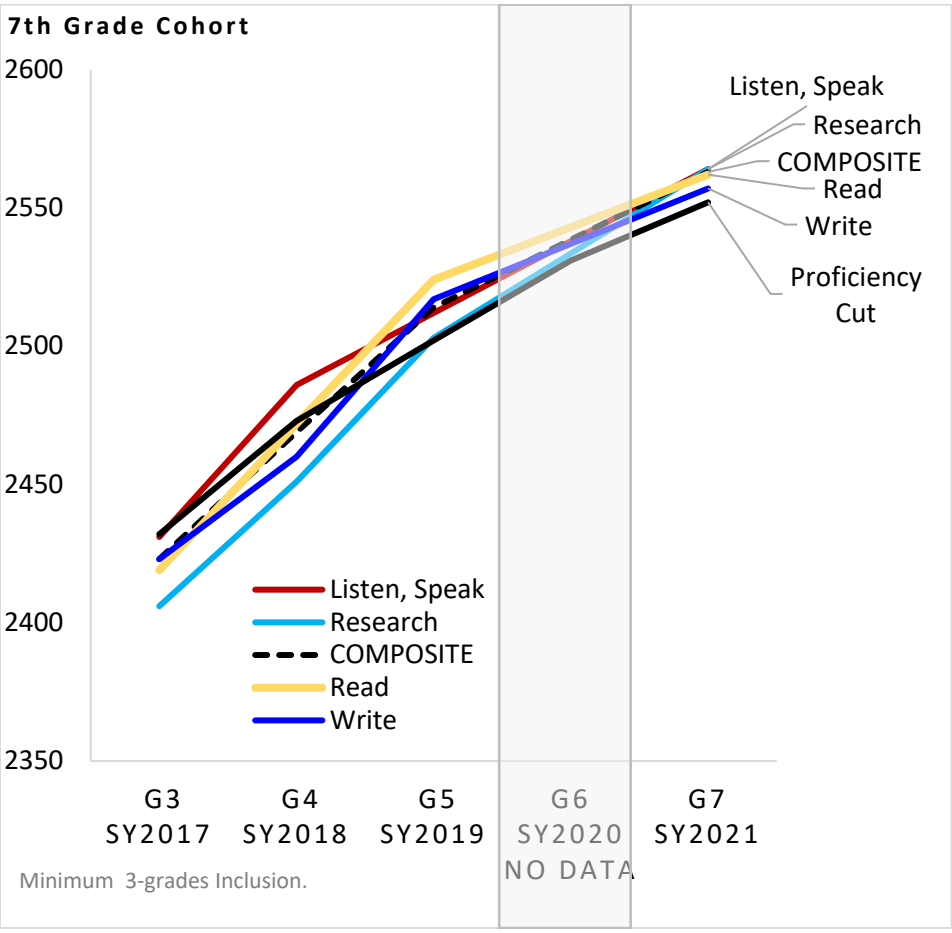
Figure 41: ISAT ELA Mean Scores of 8th-Grade Cohort SYs 2016 - 2021



The 7th-grade cohort analysis below shows that:

- The distribution of claim means and the progression across grades closely resembles that of the 8th-grade cohort.
- As with the 8th-grade cohort, all claim means and the composite reached the Proficiency Cut by 5th grade, a grade earlier than at least some of the claims crossed in the 10th-grade cohort.

Figure 42: ISAT ELA Mean Scores of 7th-Grade Cohort SYs 2016 - 2021



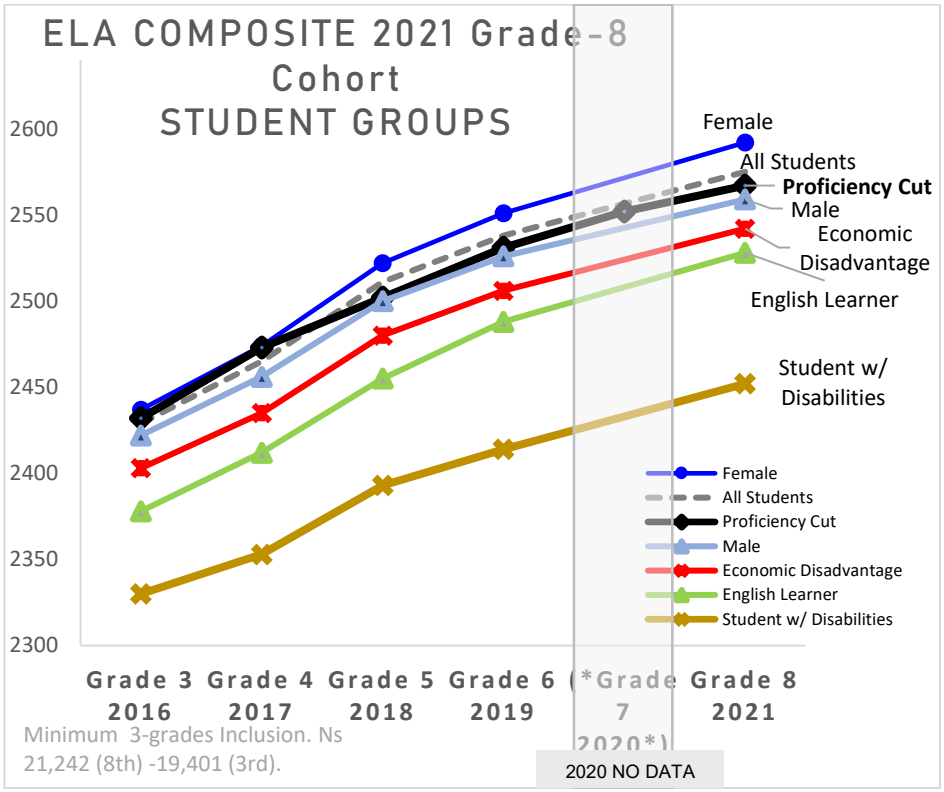
In-Depth ISAT ELA Longitudinal Analysis of 8th-Grade Cohort's Mean Claim Scores by Student Groups

This analysis reviewed the ELA performance of the cohort of students in the 8th grade in school year 2020-21. It examined their mean scale scores progressing from 2015-16 when they were in the 3rd grade through 8th grade, using the method described on page 43. Each of the following ten graphs shows either the Composite or a single claim, with the black Proficiency Cut score and the various student groups and race/ethnicities in different colors. The gray dashed line is either All Students or White students, depending on the graph.

Figure 43 reporting COMPOSITE scores across time shows that:

- Average student performance for students moved from just below to just above proficiency in grade 4, and maintained that performance.
- Asians, females, and students of multiple races accelerated growth from grades 3 through 8 above proficiency.
- Students in general and native Hawaiians accelerated growth toward Proficiency across the grades.
- The distance below Proficiency grew for students with disabilities, Hispanics, Native Americans, and African Americans, starting around grade 4.

Figure 43: ISAT ELA Mean Composite Scores by Student Group and Race/Ethnicity



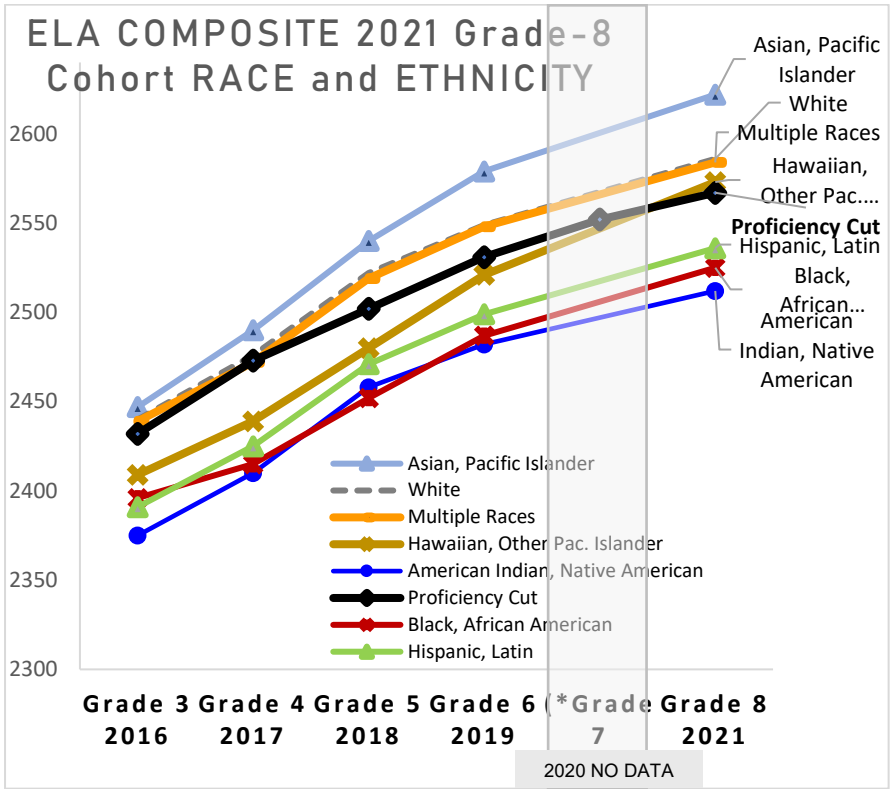
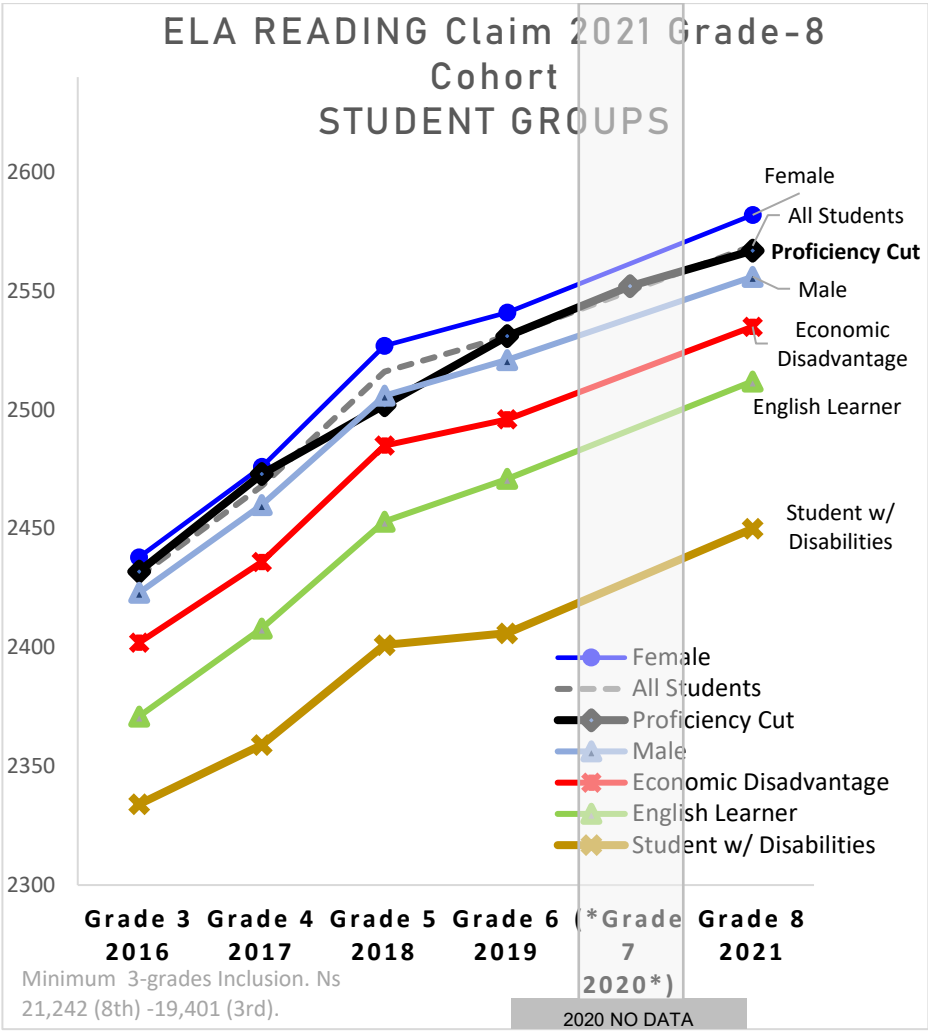


Figure 44 shows performance on the READING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 44: ISAT ELA Mean READING Scores by Student Group and Race/Ethnicity



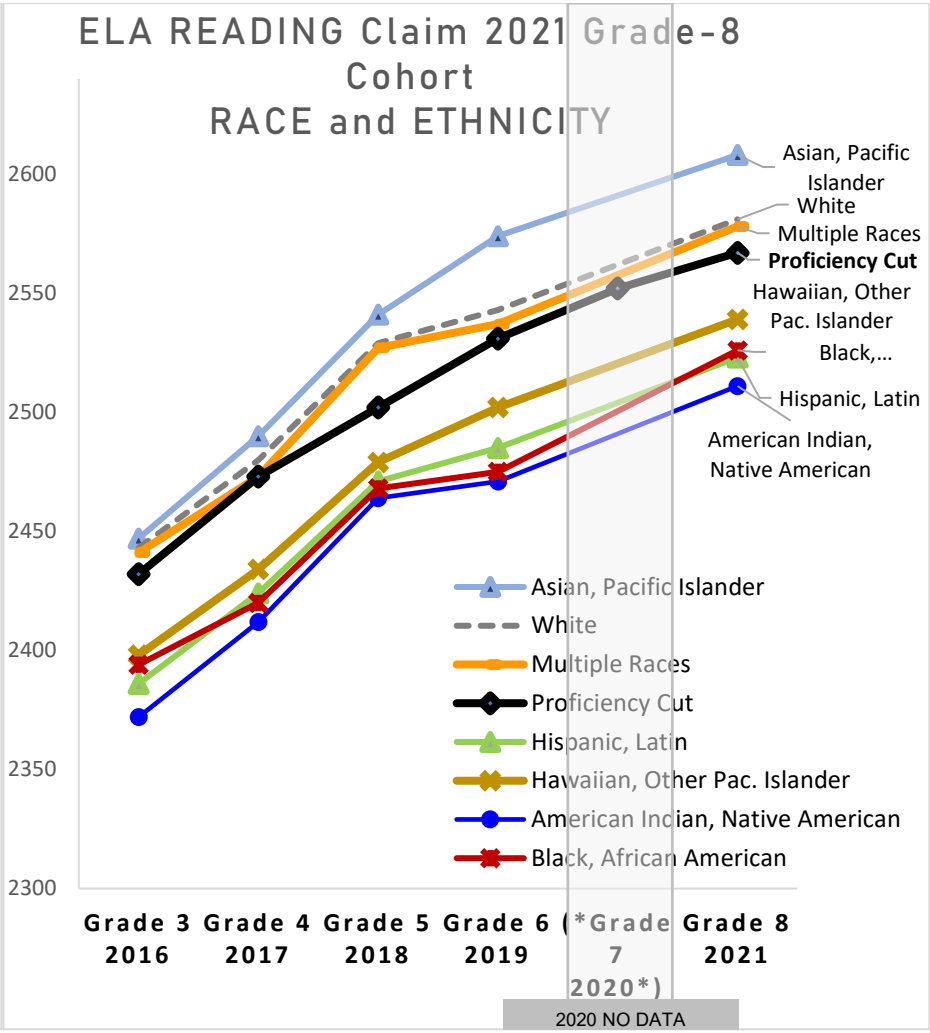
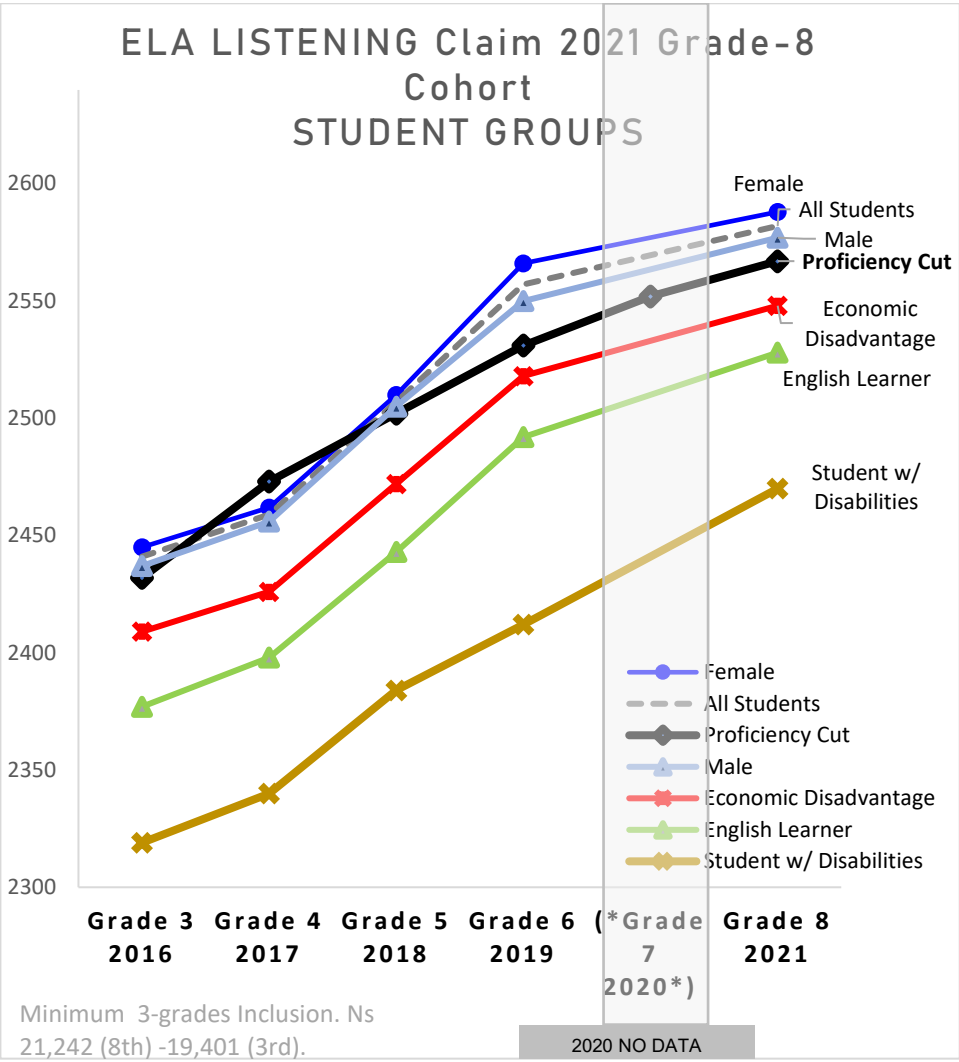


Figure 45 shows performance on the LISTENING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 45: ISAT ELA Mean LISTENING Scores by Student Group and Race/Ethnicity



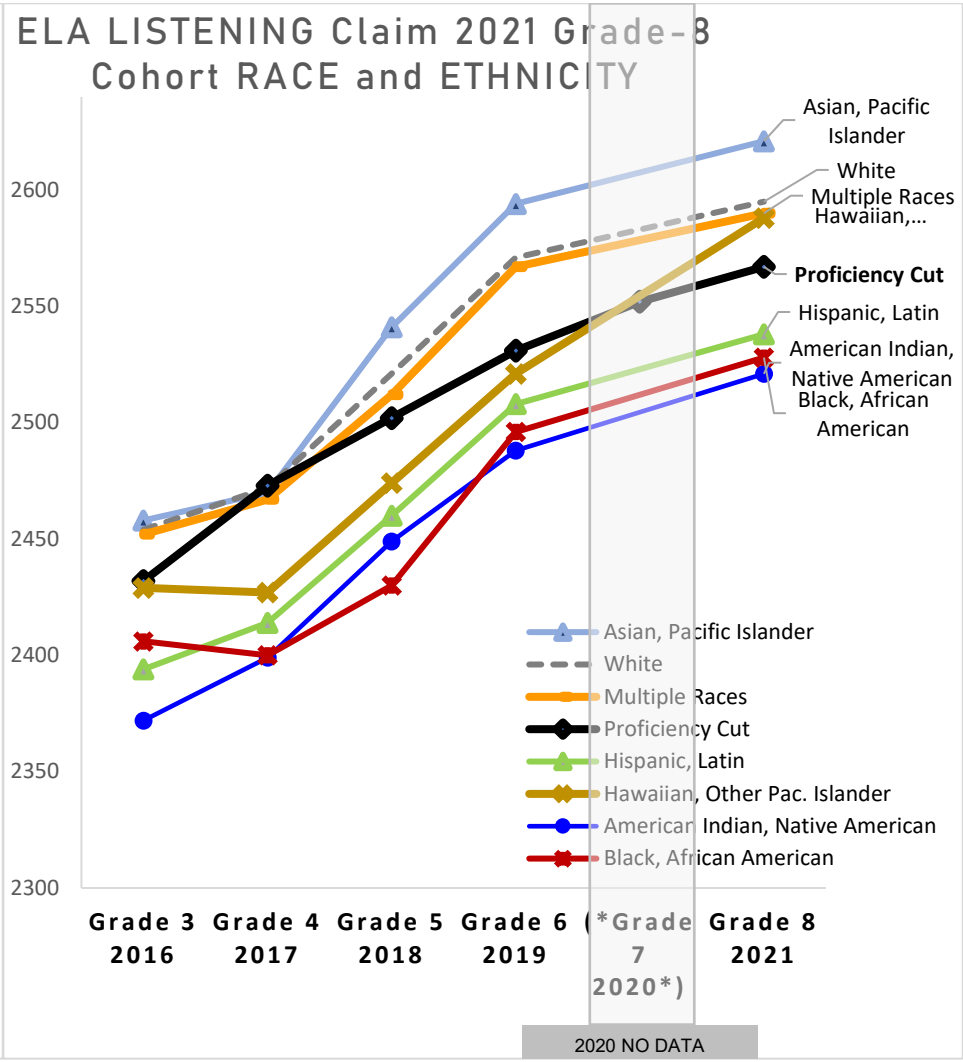


Figure 46 shows performance on the WRITING claim across student groups.

- It reveals a similar pattern that seen on the COMPOSITE scores (Figure 43, page 46), except Asian/Pacific Islander students' advantage is greater on this claim than others, starting in grade 6.
- Females showed similarly accelerated growth on this claim compared to other groups.

Figure 46: ISAT ELA Mean WRITING Scores by Student Group and Race/Ethnicity

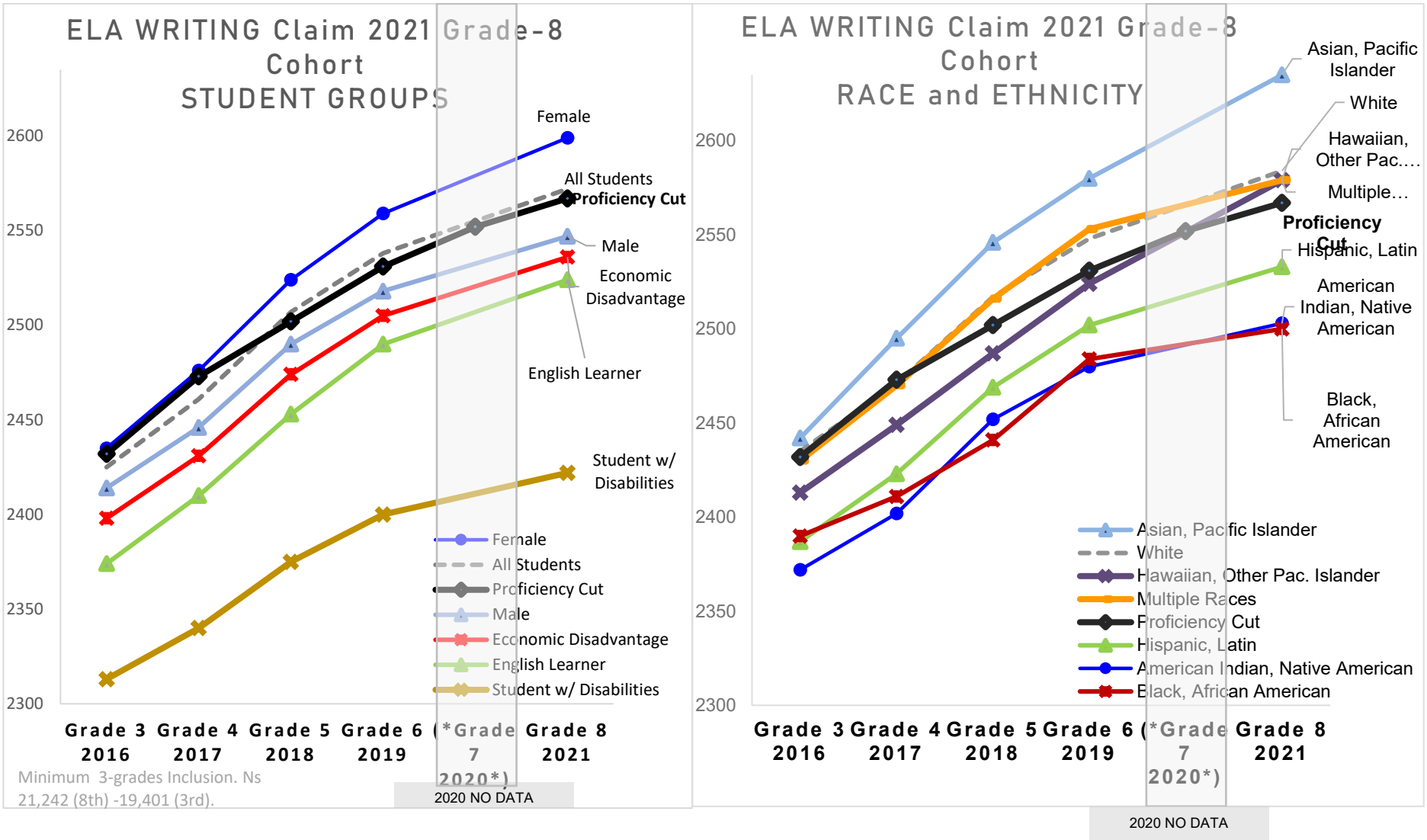
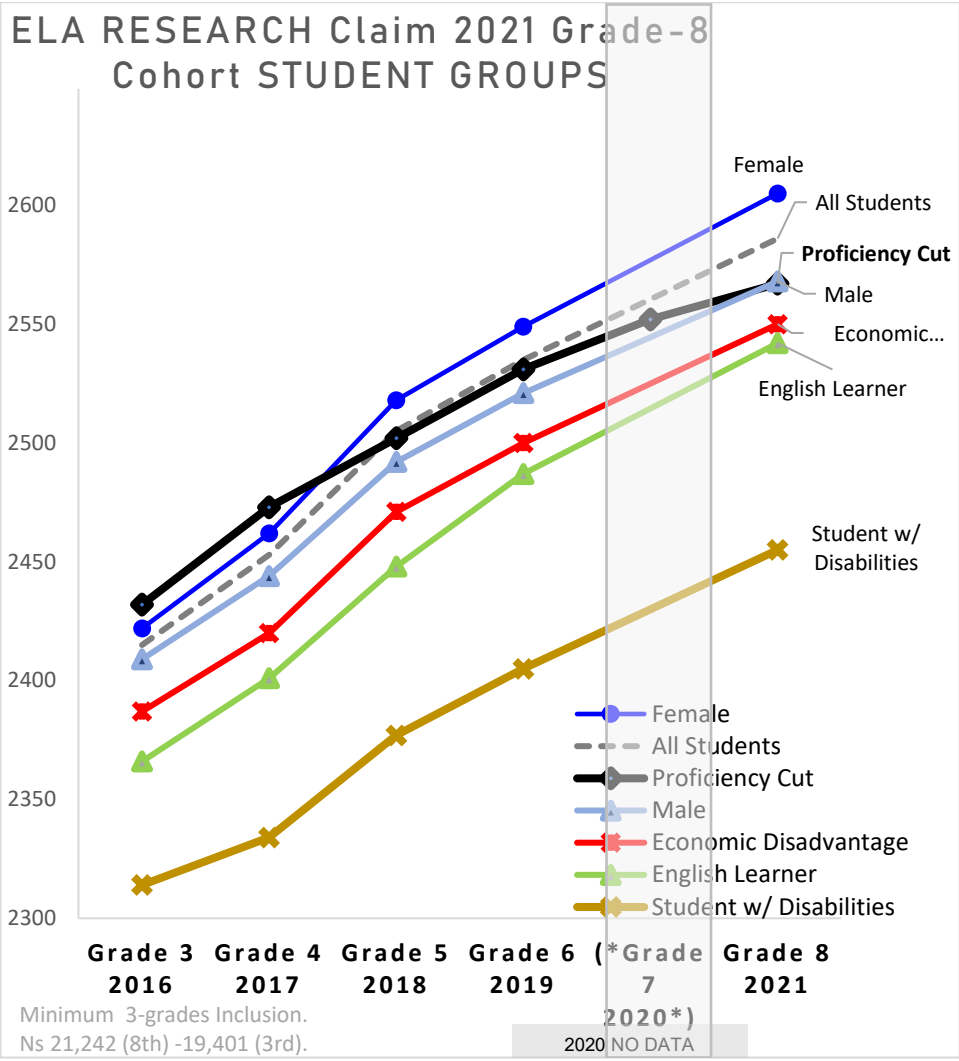
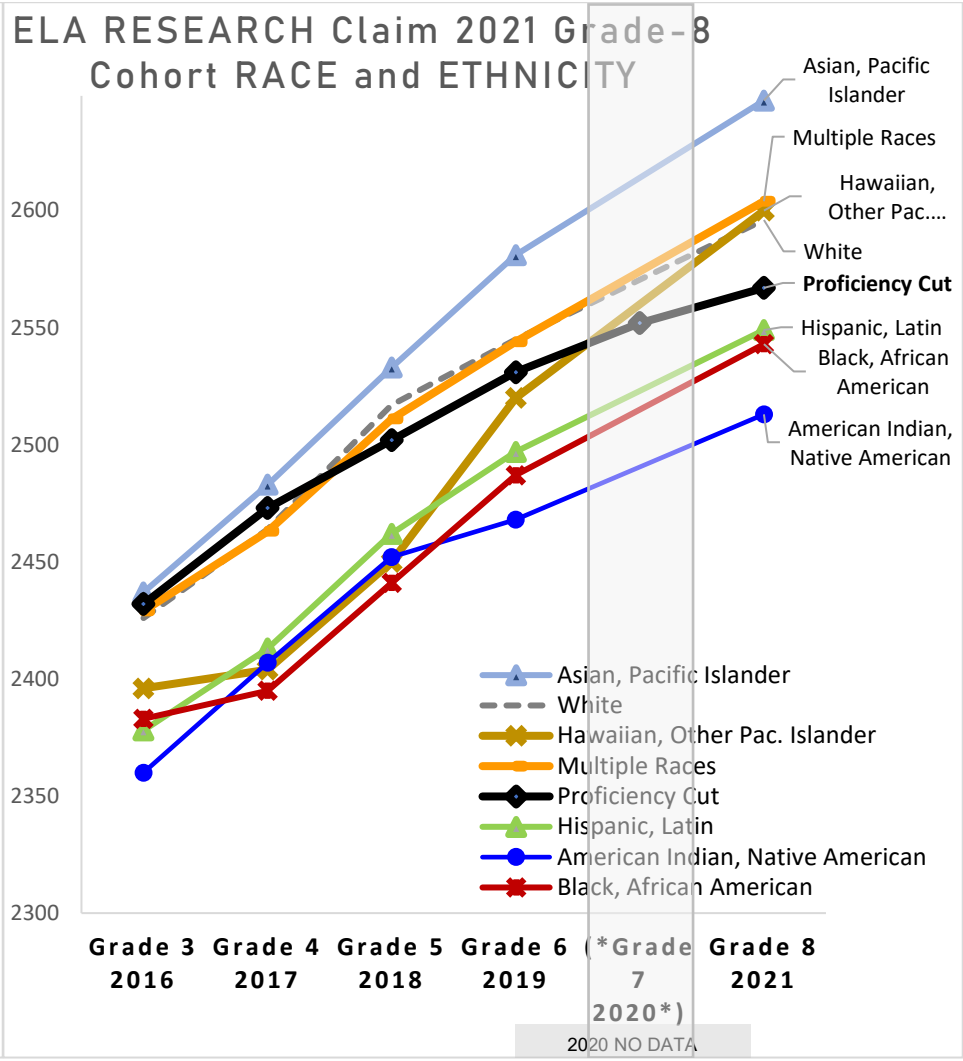


Figure 47 shows that

- The RESEARCH claim has a similar pattern to that seen for the COMPOSITE score, except
  - The RESEARCH scores reveal increasing separation of the top-performing groups from others.
  - They also show growth of four groups above the proficiency level by 8th grade, compared to just two student groups for the COMPOSITE and the other claims.

Figure 47: ISAT ELA Mean RESEARCH Scores by Student Group and Race/Ethnicity

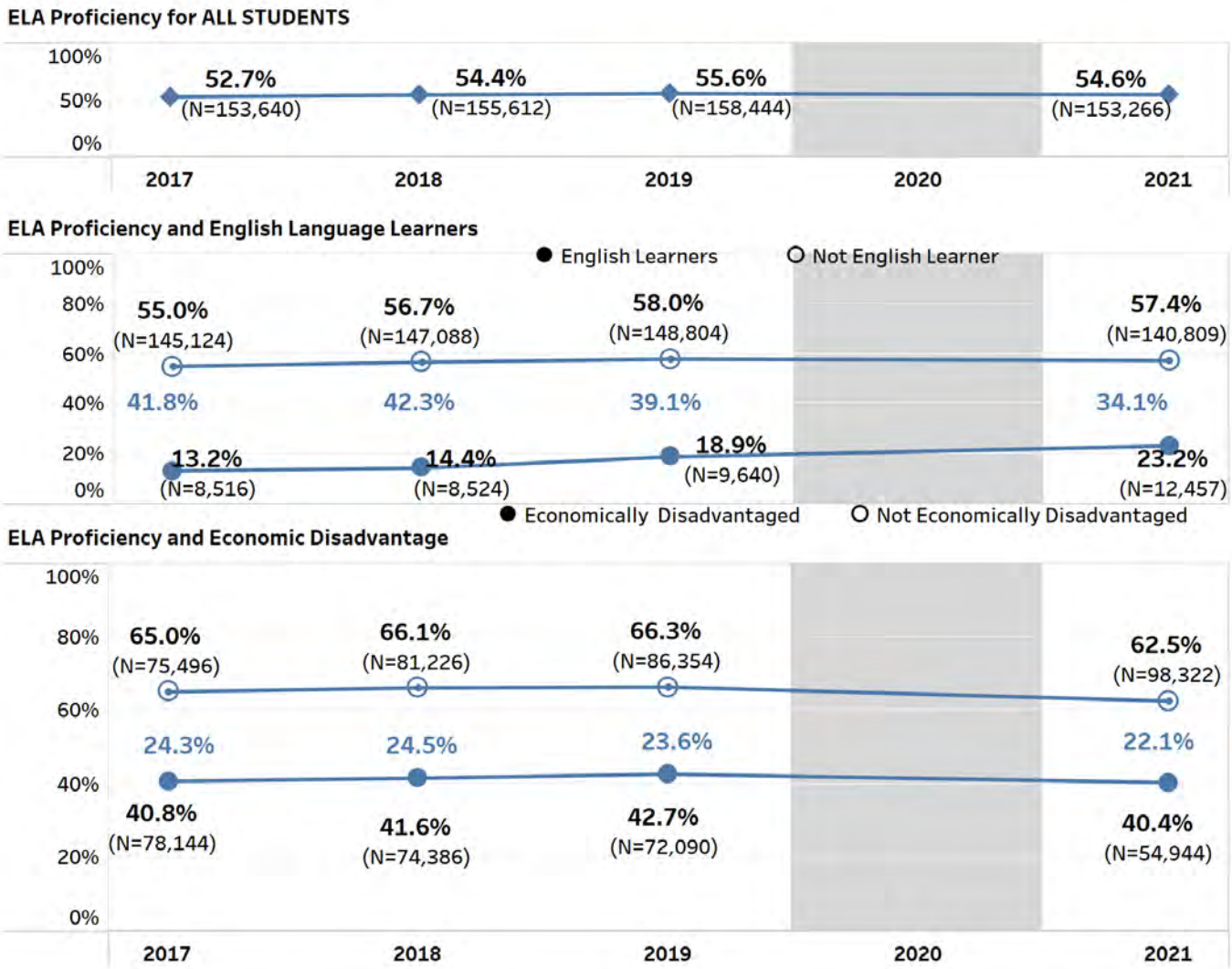




ISAT ELA Proficiency Rates and Student Group Gaps

Figure 48 through Figure 50 show that across all students, the proportions proficient rose gradually to 2019, and then fell in 2021 back to near the 2018 level.

Figure 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage



Most student groups' proportions mirrored the all-students pattern of rise through 2019 and decline in 2021, except students with disabilities whose recent high in 2018 preceded a 2-year decline, and ELs whose proficiency proportions rose by 10 points from 2017 to 2021.

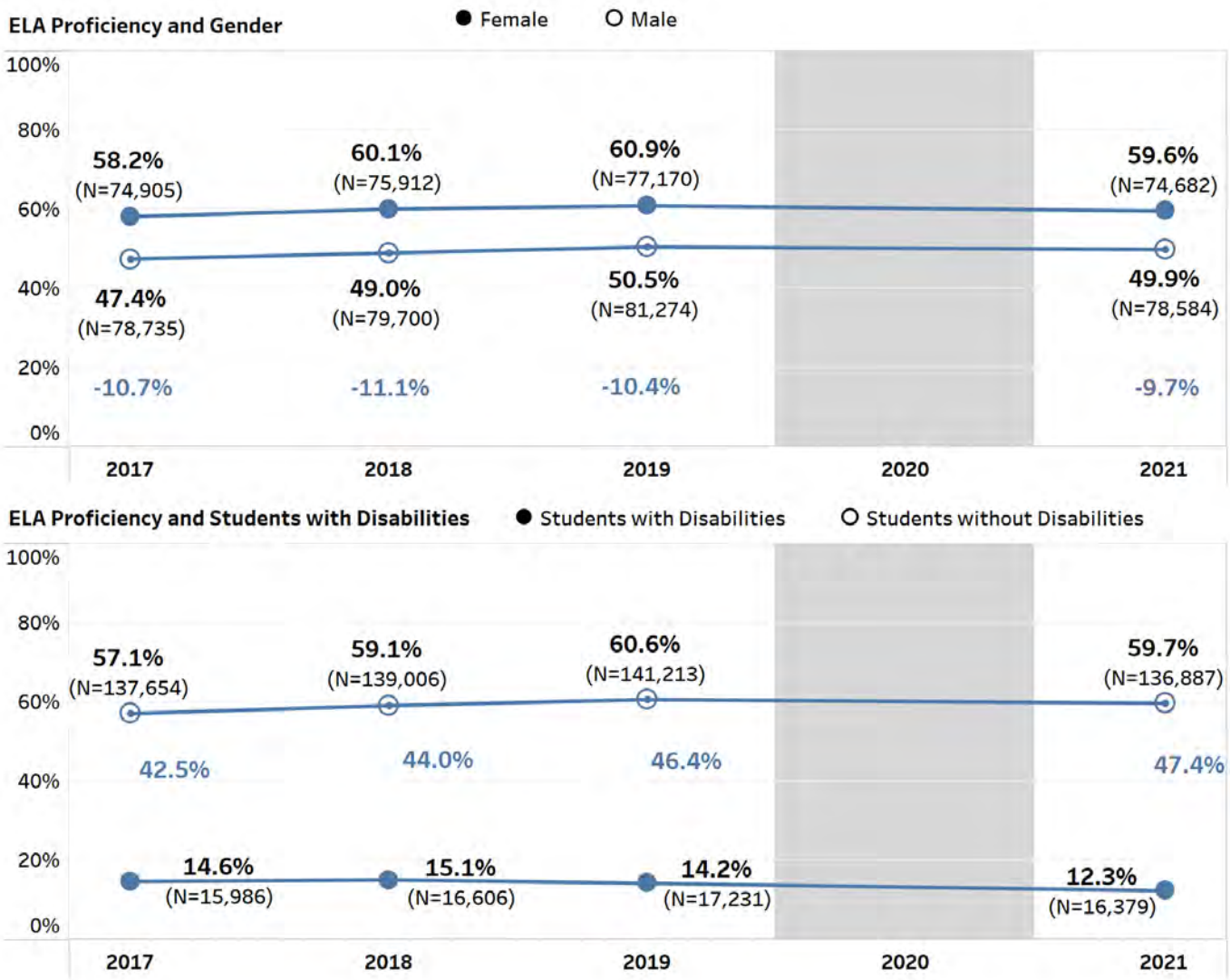
Except for English Learners, the ISAT ELA performance gaps for most student groups did not deviate by more than 1-2 percentage points from 2019 to 2021.

One of the seven ISAT ELA performance gaps associated with student groups stayed relatively steady (Hispanics).

Three grew by 1-2 percentage points (migrants, students with disabilities, foster Students) by 2021.

Three groups narrowed, the males and students with economic disadvantage shrank it by 1.5 points; and ELs narrowed it by 5 points.

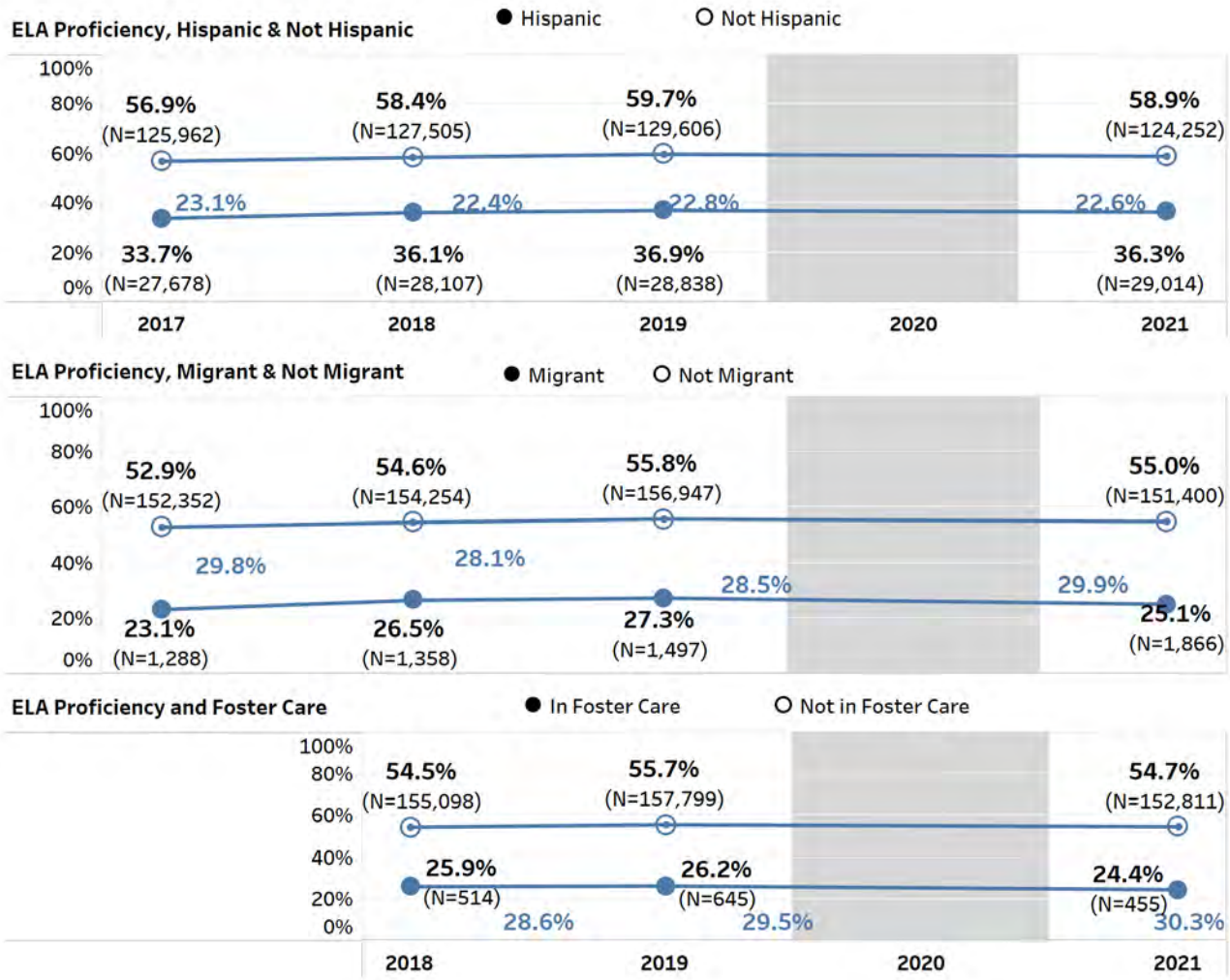
Figure 49: ISAT ELA Percentages Proficient: Gender, Economic Disadvantage



The gender gap narrowed by 1.4 percentage points from 2018 to 2021.

The gap for students with disabilities grew gradually each year from 2017 to 2021 by a total of nearly 5 percentage points because of their decreasing proportions proficient.

Figure 50: ISAT ELA Percentages Proficient: Hispanic, Migrant, Foster

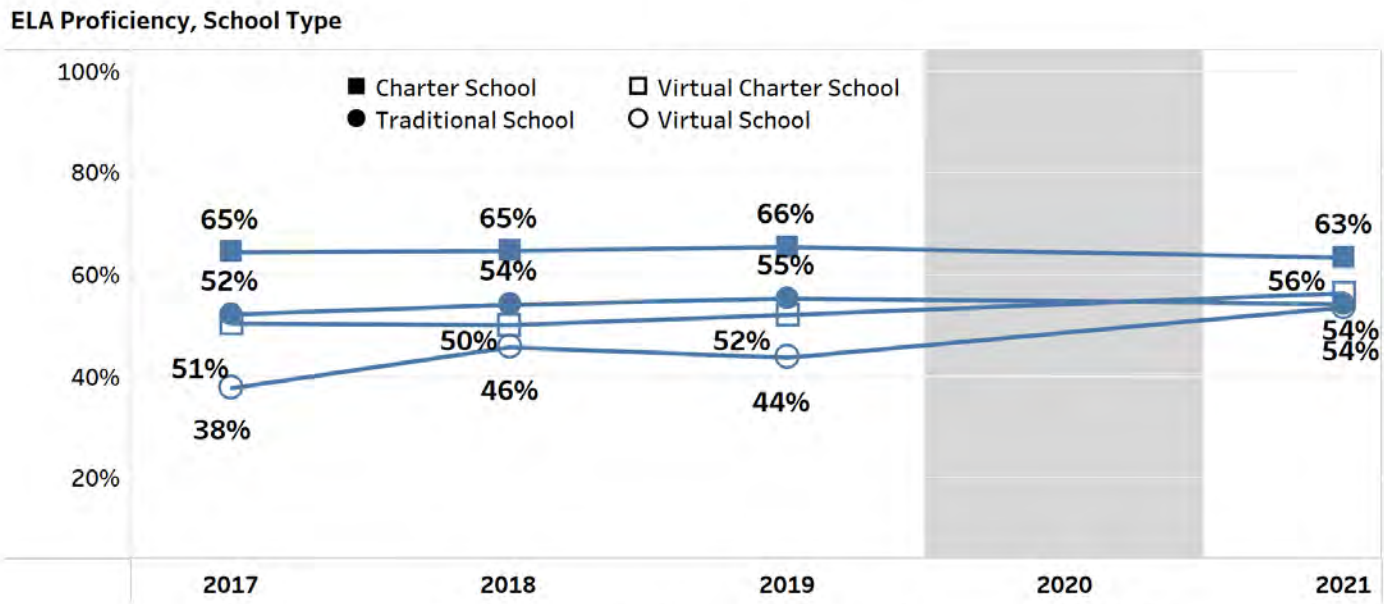


The gap for Hispanics was relatively stable.

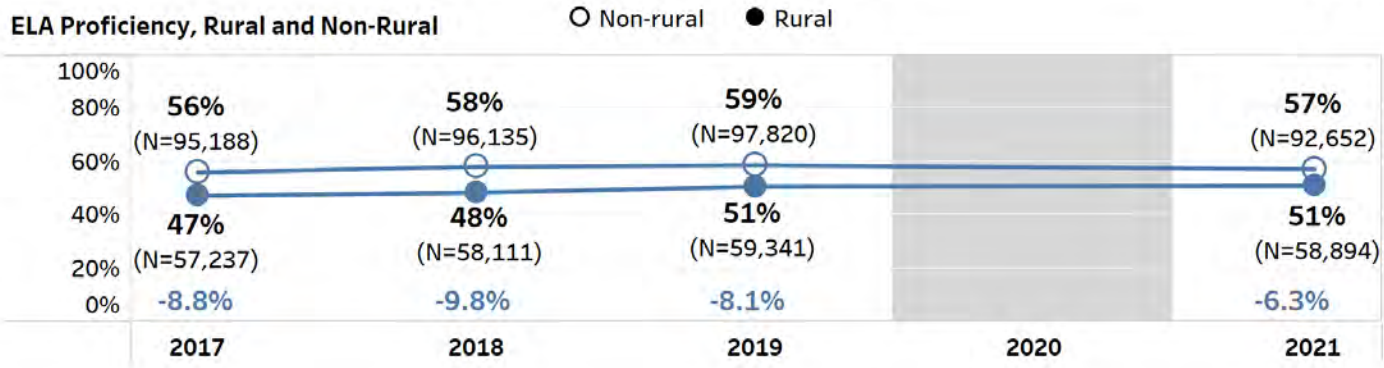
The gap for migrant students varied up and down, changing from 0.6 to 1.7 points per year.

The gap for foster students rose from 2018 to 2021.

Figure 51: ISAT ELA Percentages Proficient by School Differences



	2017	2018	2019	2020	2021
Charter School	8,405	8,643	9,787		10,940
Traditional School	139,486	140,865	142,195		128,753
Virtual Charter School	1,463	1,450	1,462		3,056
Virtual School	291	502	1,144		6,367



The differences in ISAT ELA proficiency rates among school types narrowed from 27 points (Charter to Virtual) in 2017, to 9 points in 2021.

This change occurred mostly because of the dramatic proficiency rise among virtual schools from 38% proficient in 2017 to 54% in 2021.

Charter schools remained at the top with 63% proficient in 2021, despite a 2-point decline from 2019 to 2021. The remaining types – traditional, virtual charter, and virtual (district-run) schools – ranged from 54% to 56% proficient.

The gap between rural and non-rural schools declined 6.3 points to its lowest since 2017 because both types improved through 2019, and then non-rural schools declined in 2021 while rural schools stayed steady.

MATH ACHIEVEMENT

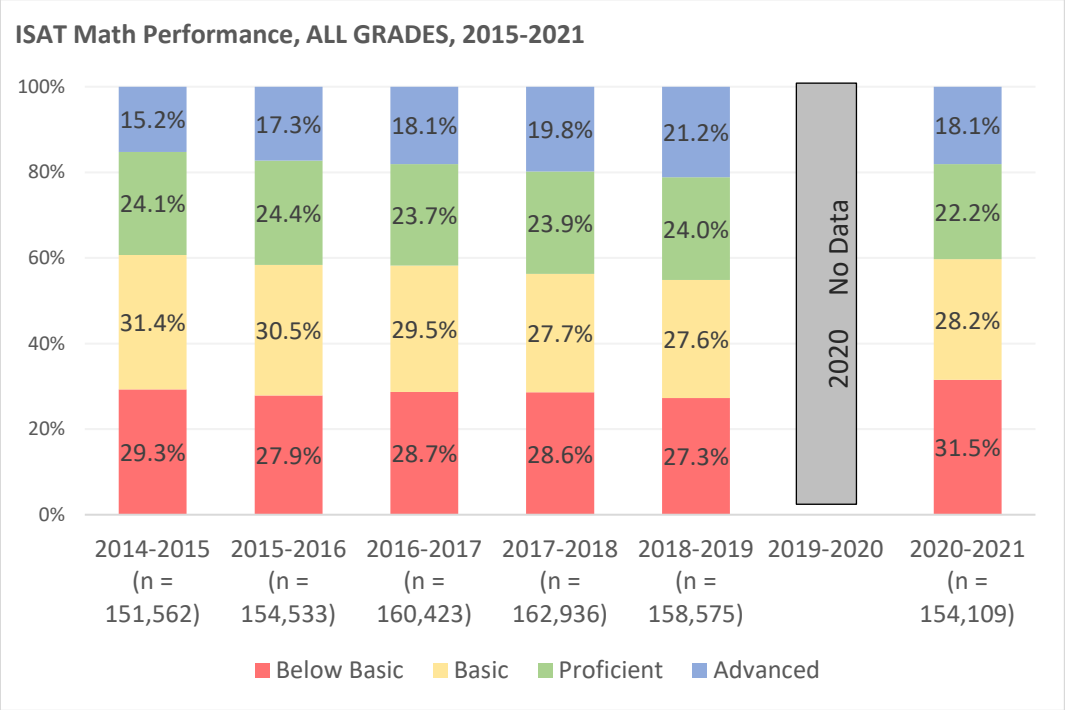
Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. The results are reported in two primary ways: scale scores and achievement levels. Based on their scale scores, students fall into one of four categories of performance called achievement levels. In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) performance levels of students in middle school grades 5-8; and (d) performance of students in all grades 3-8 and 10 with a focus on various student groups and related performance gaps.

ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to that in other indices. As seen in Figure 52:

- Through 2019, the proportion of students scoring Advanced increased by 6.0 percentage points, but in 2021 it declined to the 2017 level
- The percentage of Proficient students remained relatively stable from 2015 through 2019, and declined in 2021.
- As a result, the percentage at both Basic and Below Basic trended down through 2019 but edged up in 2021.
- The proportion of Below Basic is the highest it has been since 2015.

Figure 52: ISAT Math SYs 2015-2021



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in SY 2020-21. It examined their mean scale scores progressing from school year 2016 through 2021. For both 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade the ISAT is administered. It progresses to their cohort grade in 2021. For the 10th-grade cohort, it starts in their 5th grade in 2015-16. Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise Math proficiency – Concepts, Problem Solving, and Reasoning and Communicating. The claim scores are combined into the composite.

The graphs show the composite score in **dashed-gray**; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level a student is considered proficient within the grade.

The pattern for all three cohorts is the same:

- Students' means started in grade 3 at or near proficiency in the Concepts claim and the composite.
- By grade 5, students' progress on all claims and the composite flattened, diverging increasingly below the Proficiency Cut, which continued to rise.

Figure 53: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, School Year

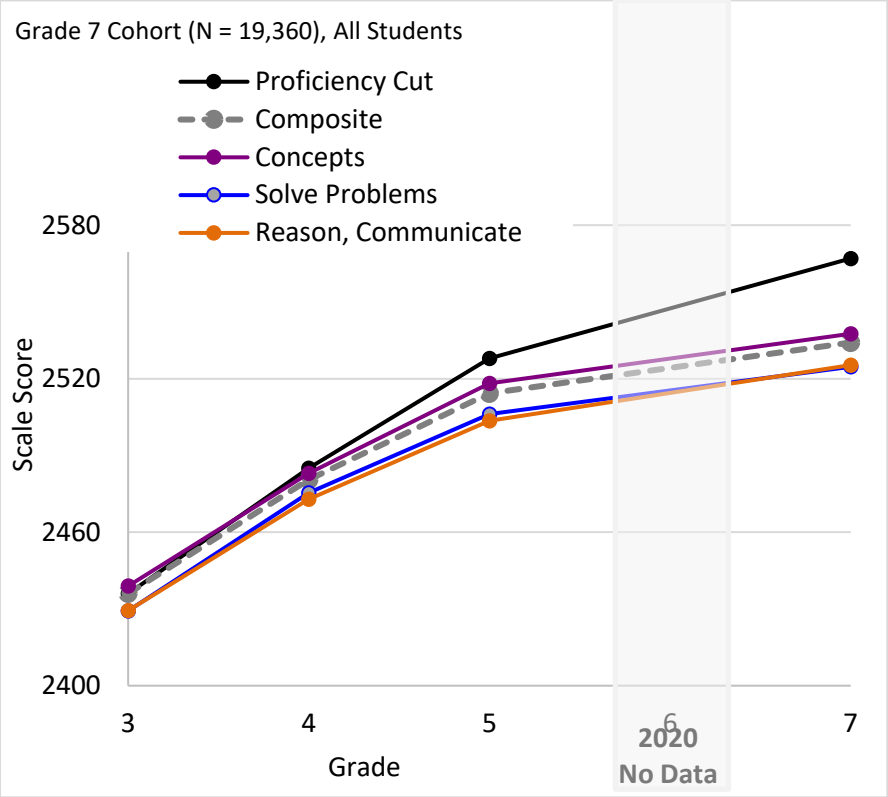


Figure 54: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, School Year

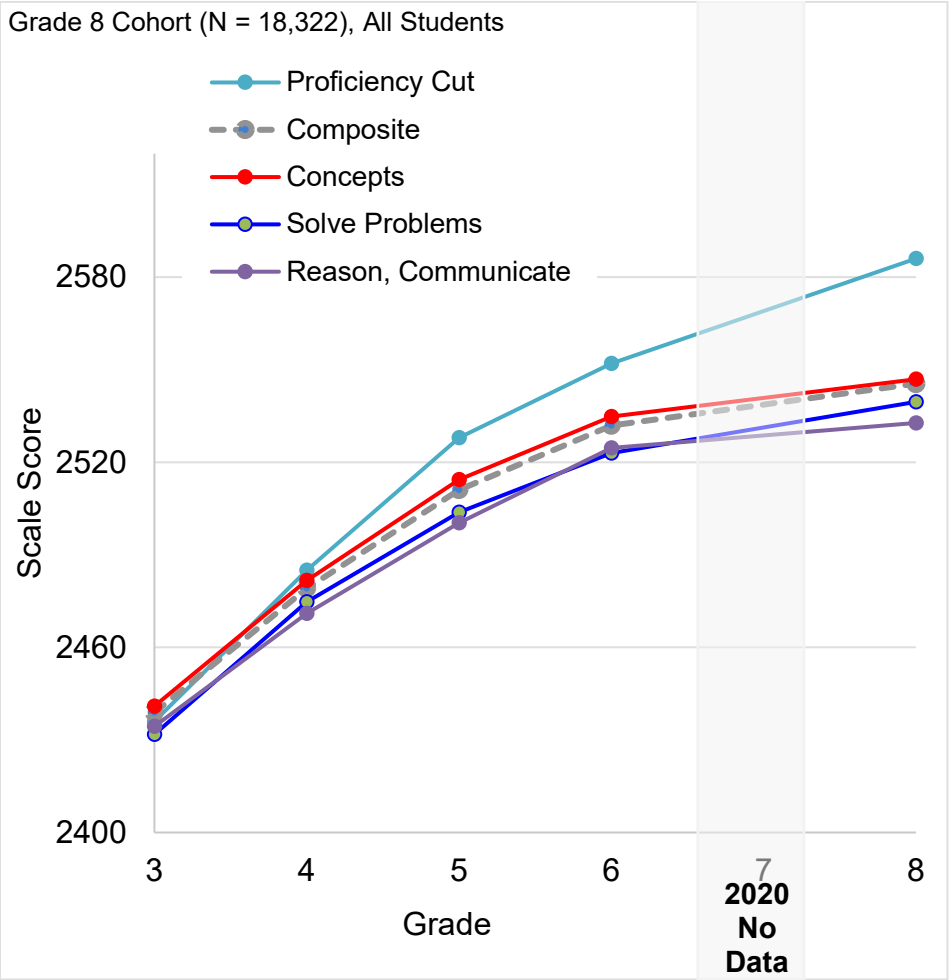
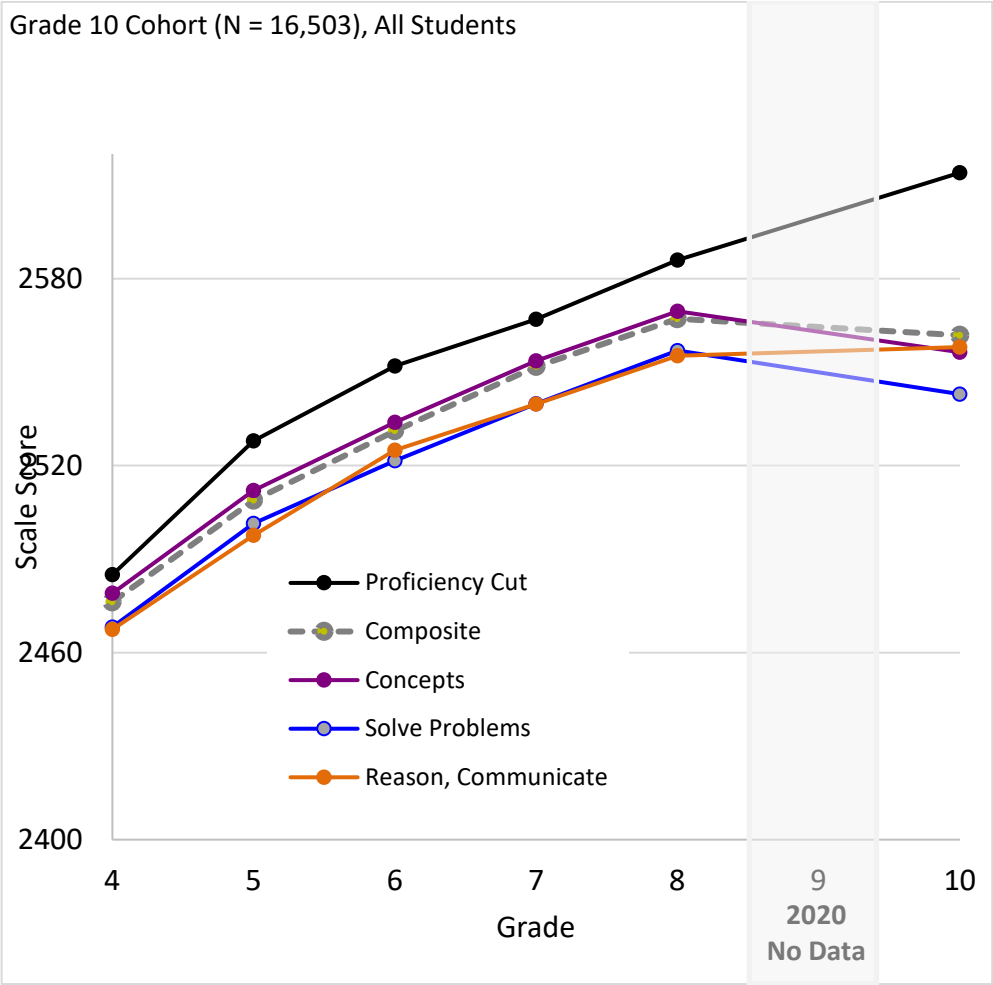


Figure 55: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, School Year



Only in the 10th-grade cohort did the average on any of the claims or the Composite decline compared to the prior grade measured. In this case that measure was two years prior, because of the COVID-19 lapse in 2020.

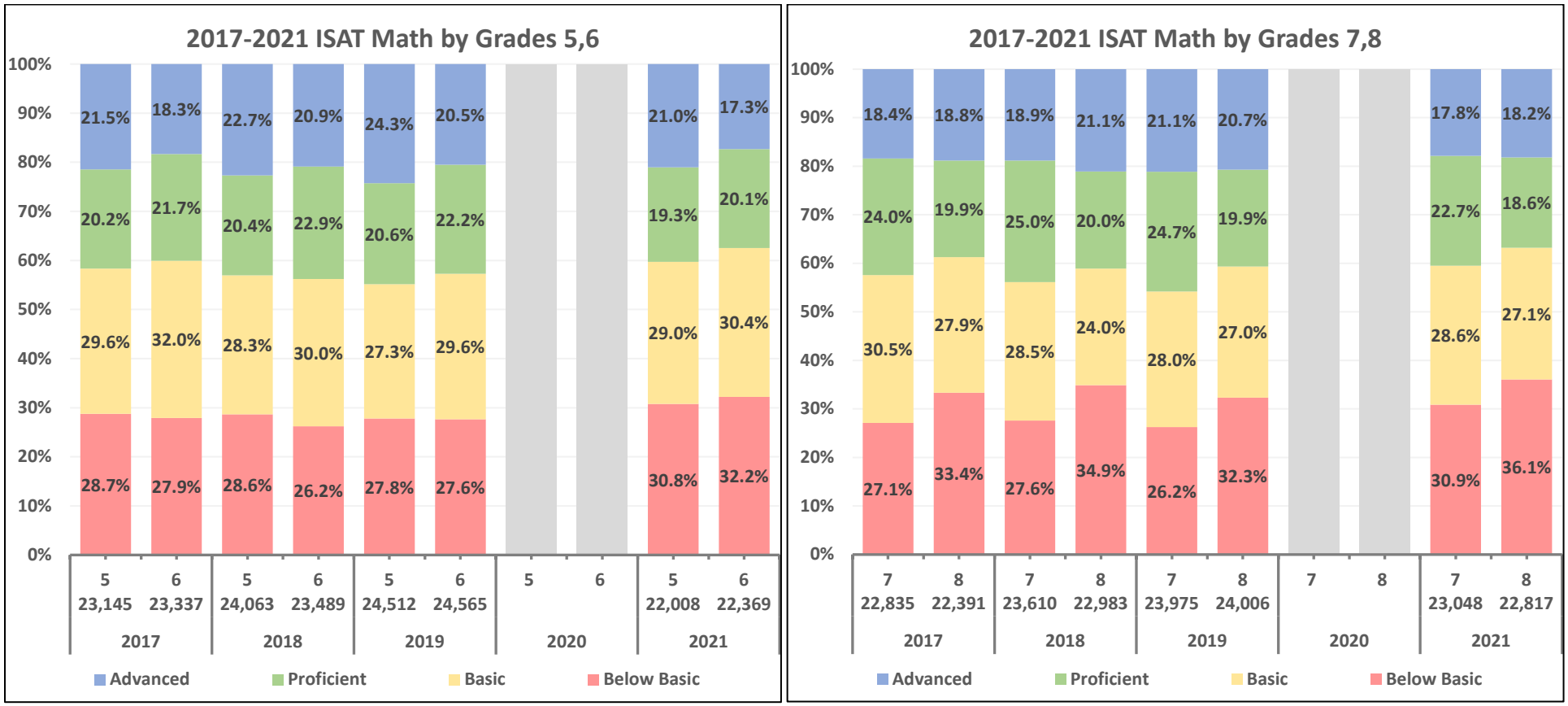
Only the Reason and Communicate claim scores rose from grade 8 to 10. The other scores declined.

ISAT Math Achievement in Middle School (Grades 5-8)

ISAT Math performance showed a profound drop after COVID-19 closures of at least 4 percentage points in combined proportions of Advanced and Proficient.

- Every year from 2017 through 2021, except 2018, grade-6 performance had lower proportions of combined Advanced plus Proficient than grade 5.
- By contrast, only in 2021 was the 6th-grade proportion Below Basic higher than the 5th-grade proportion.
- In every year, the 8th grade proportion of Below Basic was higher than the 7th-grade proportion.

Figure 56: ISAT Math Proficiency Levels by Grades 5-8, 2017-2021

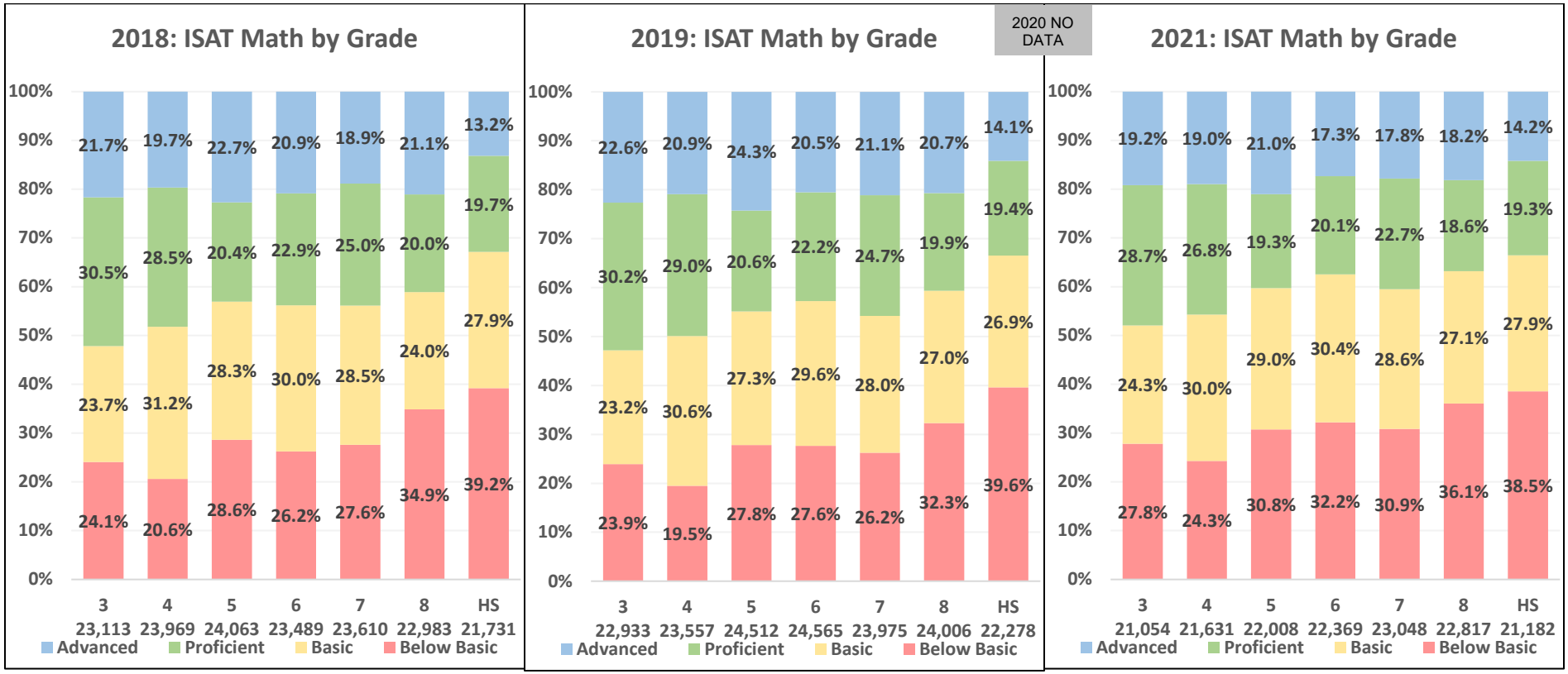


ISAT Math Performance by Grades 3-8, 10

The Pandemic's effect on Math scores was visible in the decreased proportions of students scoring Advanced or Proficient in all grades except HS, which remained stable. As seen in Figure 57:

- With each successive year since 2018, more high school students performed at the Advanced standard.
- Reversing the upward trend since 2018, the proportions performing at Advanced and Proficient in all other grades fell in 2021 to below 2018 levels.
- The percentage of students performing Below Basic rose above 2018 levels in 2021 in every grade except high school, which declined by 1 point.
- The general trend of increasing proportions of Below Basic across progressively higher grades is another view of the decline in performance observed in the longitudinal analyses (Figure 53 through Figure 55, page 56).

Figure 57: ISAT Math by Grade in 2018, 2019, and 2021

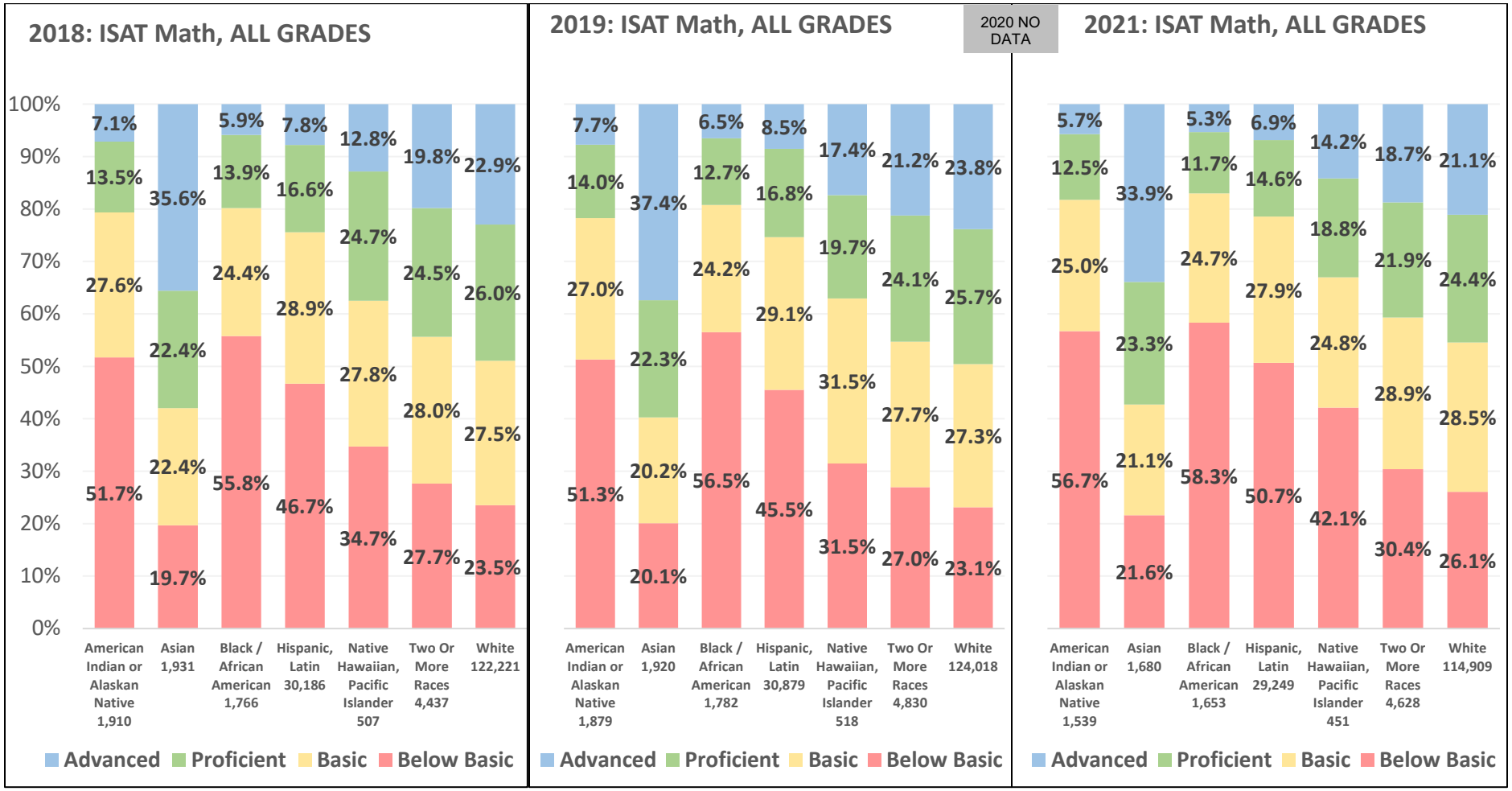


Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – ALL GRADES

As seen in Figure 58, all student groups except Asians have declined in the proportion achieving either Proficient or Advanced performance levels since 2018 and 2019. Asians' proportions Proficient were higher in 2021 than in either 2018 or 2019.

Figure 58: ISAT Math by Race / Ethnicity in 2018, 2019, and 2021



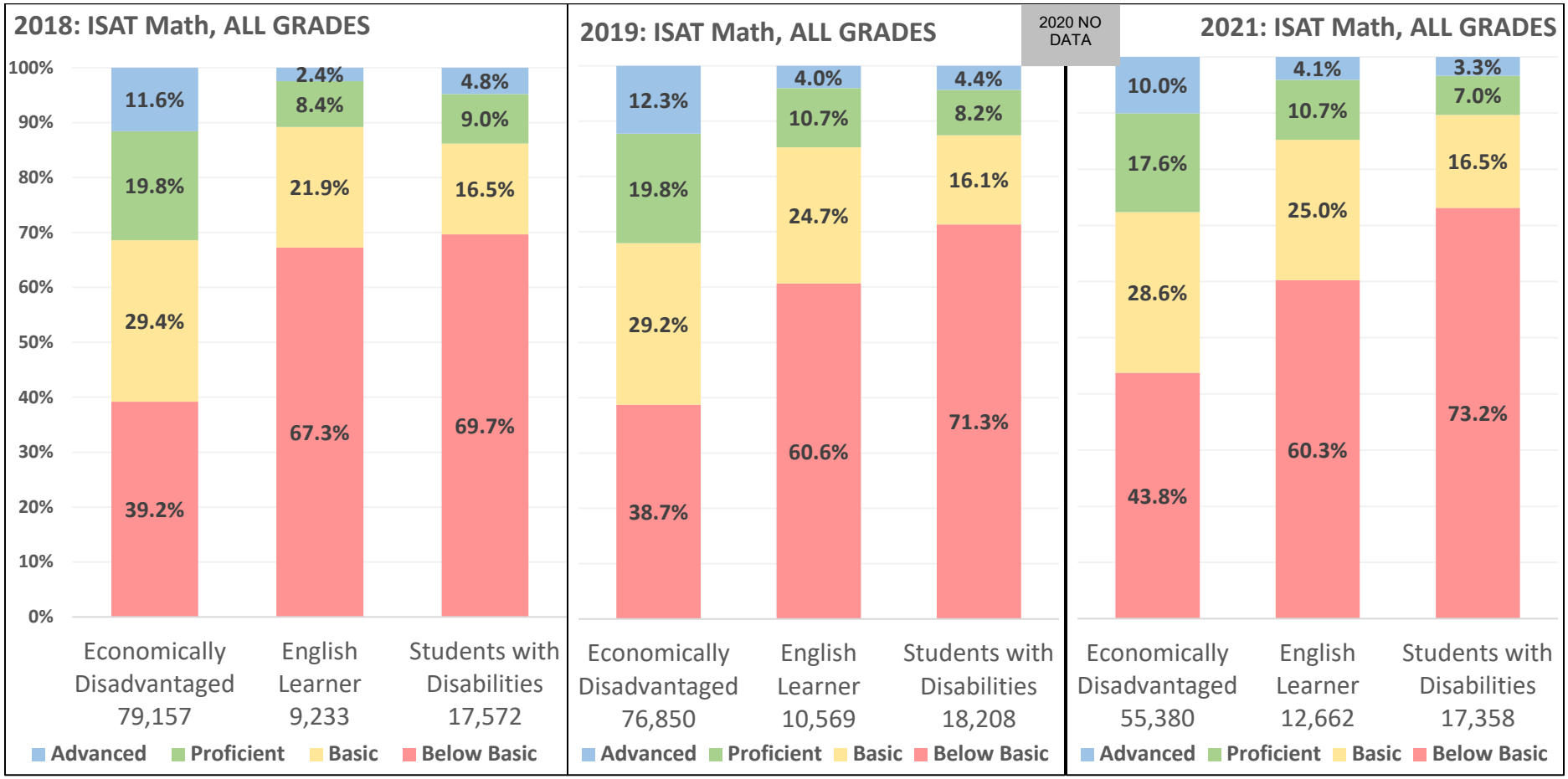
Note. *2019-20 data are not available because of COVID-related lapses in test-taking.*

ISAT Math Performance by Subgroup – ALL GRADES

As seen in Figure 59:

- English Learners have made progress since 2018, reducing the percentage of students at Below Basic, while increasing the percentages at Proficient and Advanced since 2018.
- Economically disadvantaged students' math performance in 2021 declined compared to 2018 and 2019, as did the performance of students with disabilities.

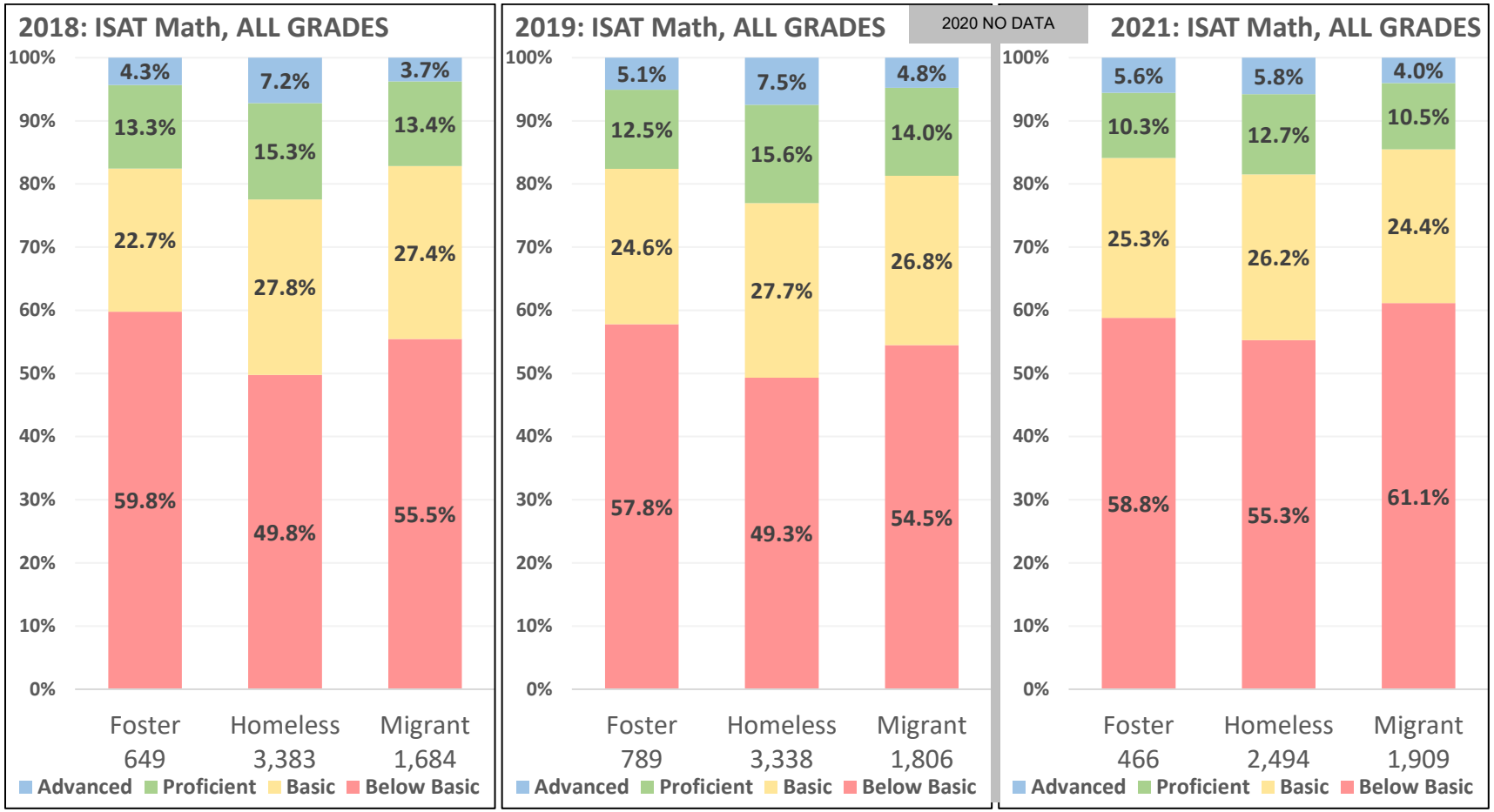
Figure 59: ISAT Math by Student Groups -1 in 2018, 2019, and 2021



As seen in Figure 60:

- Students in foster care, and those who were migrants or were homeless, all declined in proportions achieving Advanced or Proficient on ISAT Math in 2021 compared to 2019.
- All three groups increased in the proportions performing at Below Basic.

Figure 60: ISAT Math by Student Groups -1 in 2018, 2019, and 2021

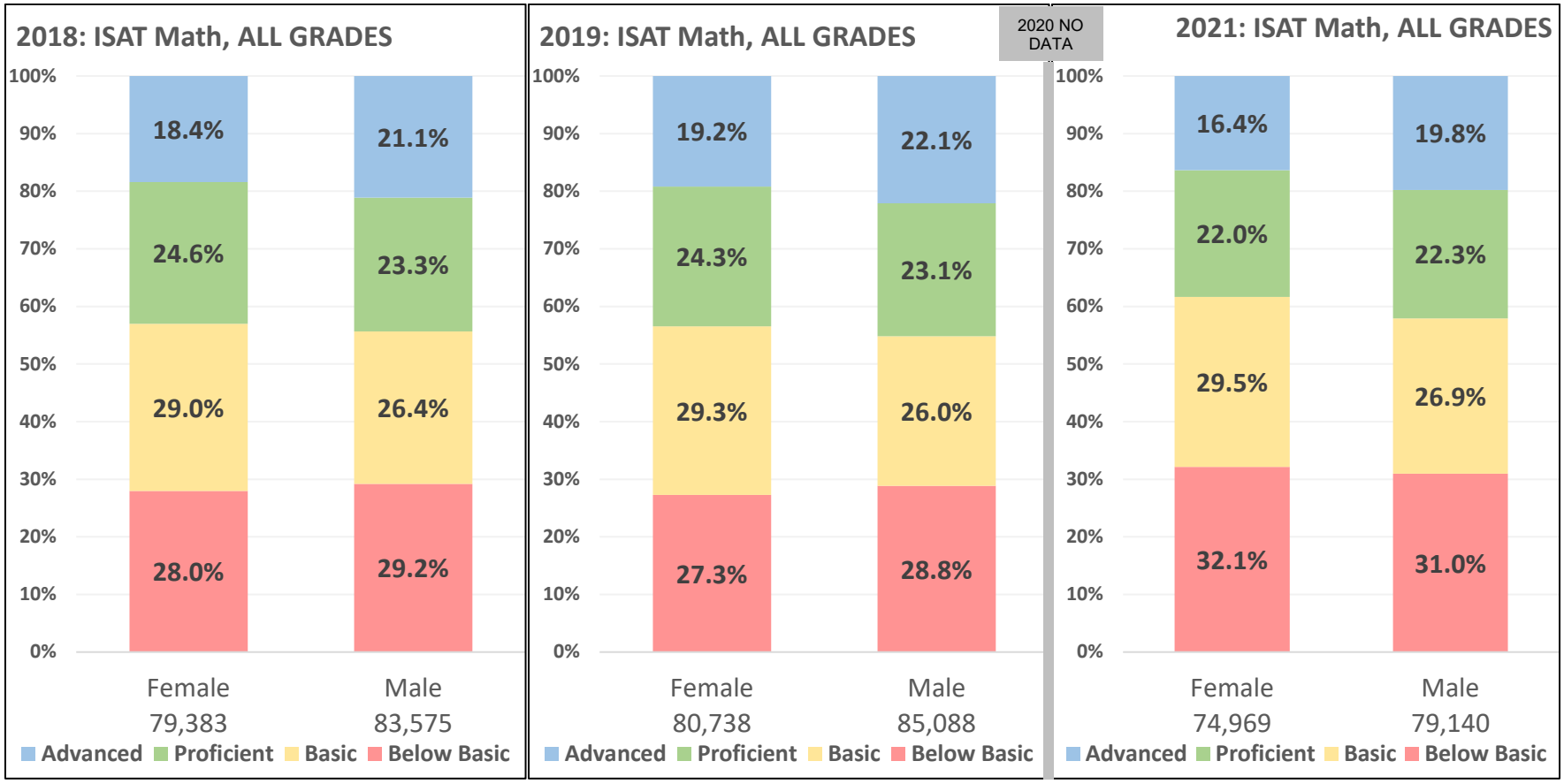


ISAT Math Performance by Gender, ALL GRADES

As seen in Figure 61:

- Higher percentage of males than females performed at Proficient levels in each of the three years.
- By contrast, higher percentages of males than females performed Below Basic, except in 2021 when females' percentage was higher.
- Performance for both female and male students has declined since 2019, reversing an upward trend until 2019. This decline affected females more than males.

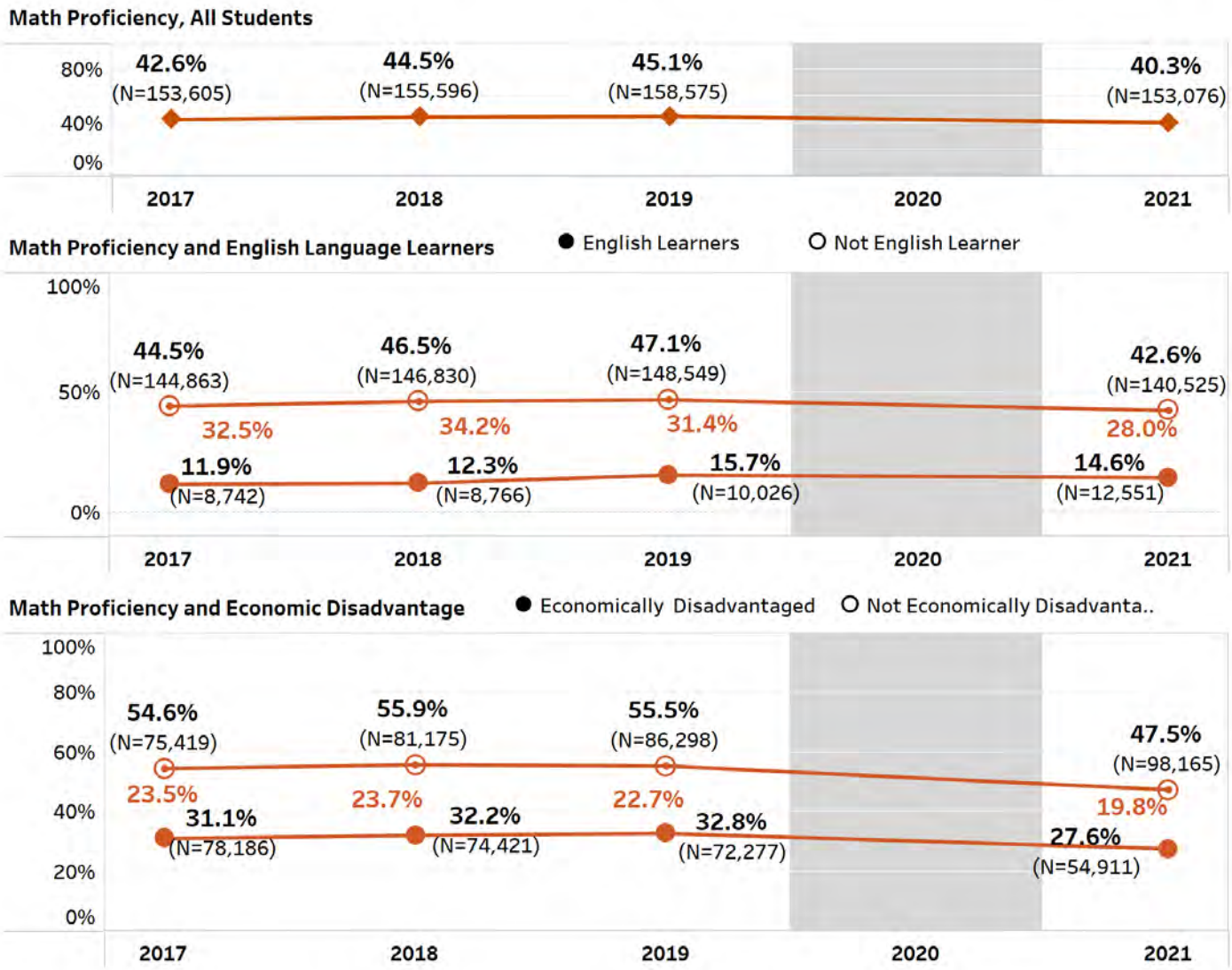
Figure 61: ISAT Math by Gender in 2018, 2019, and 2021



ISAT MATH Proficiency 2017-2021 – Performance Gaps, ALL GRADES, by Student Groups

The following figures include all students and grades, and show performance gaps between subgroups of students.

Figure 62: MATH Proficiency Gaps – All Students, ELL, Economic Disadvantage

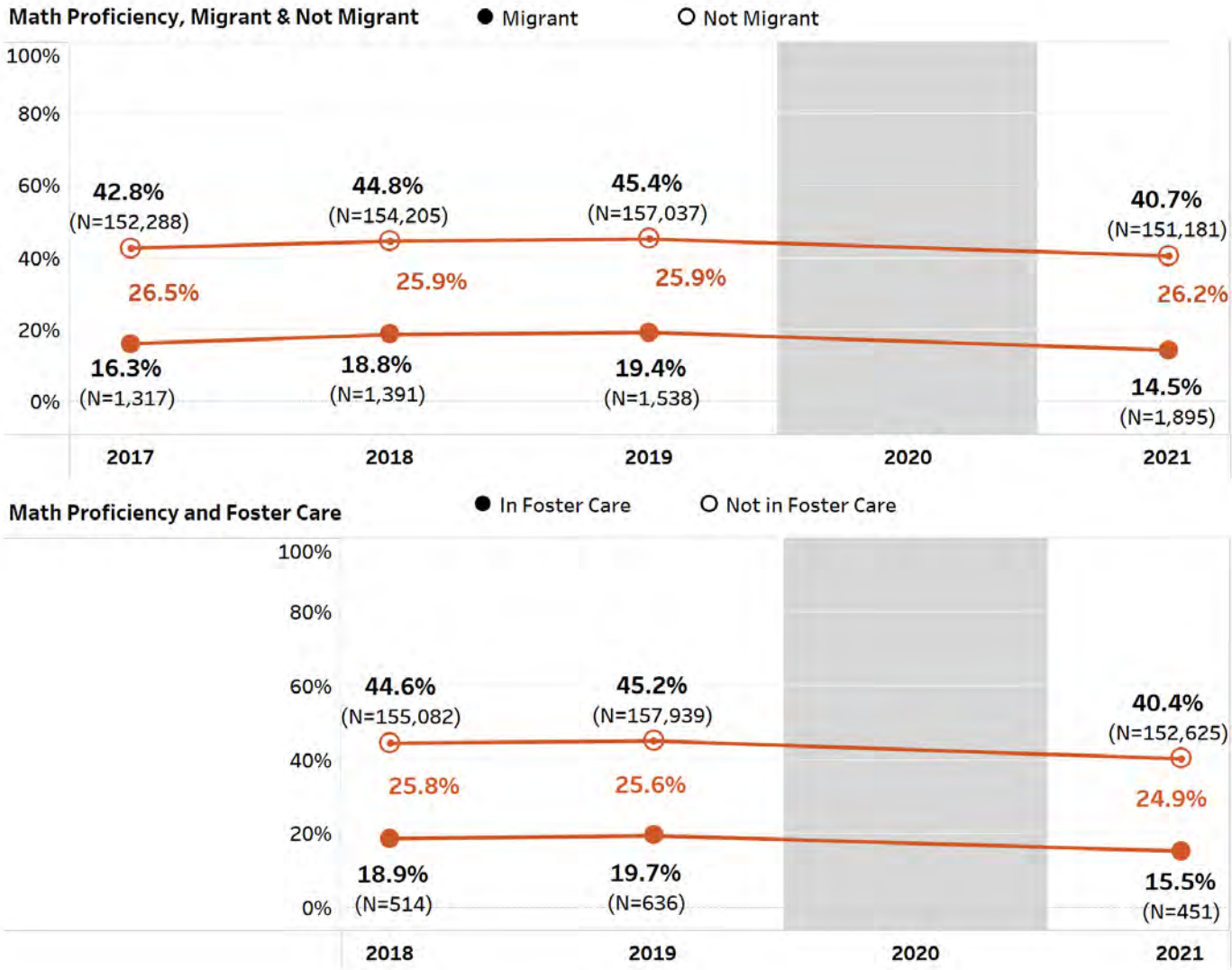


Overall math performance across all students and in most student groups declined in 2021 since the prior assessment in 2019.

Many performance gaps remained steady or shrank, mostly because the performance of the student subgroups declined less than the performance of the broader population.

The gaps for English Learners and for economically disadvantaged students shrank the most – about 3 percentage points each – mostly because their comparison groups dropped by more than 6 percentage points.

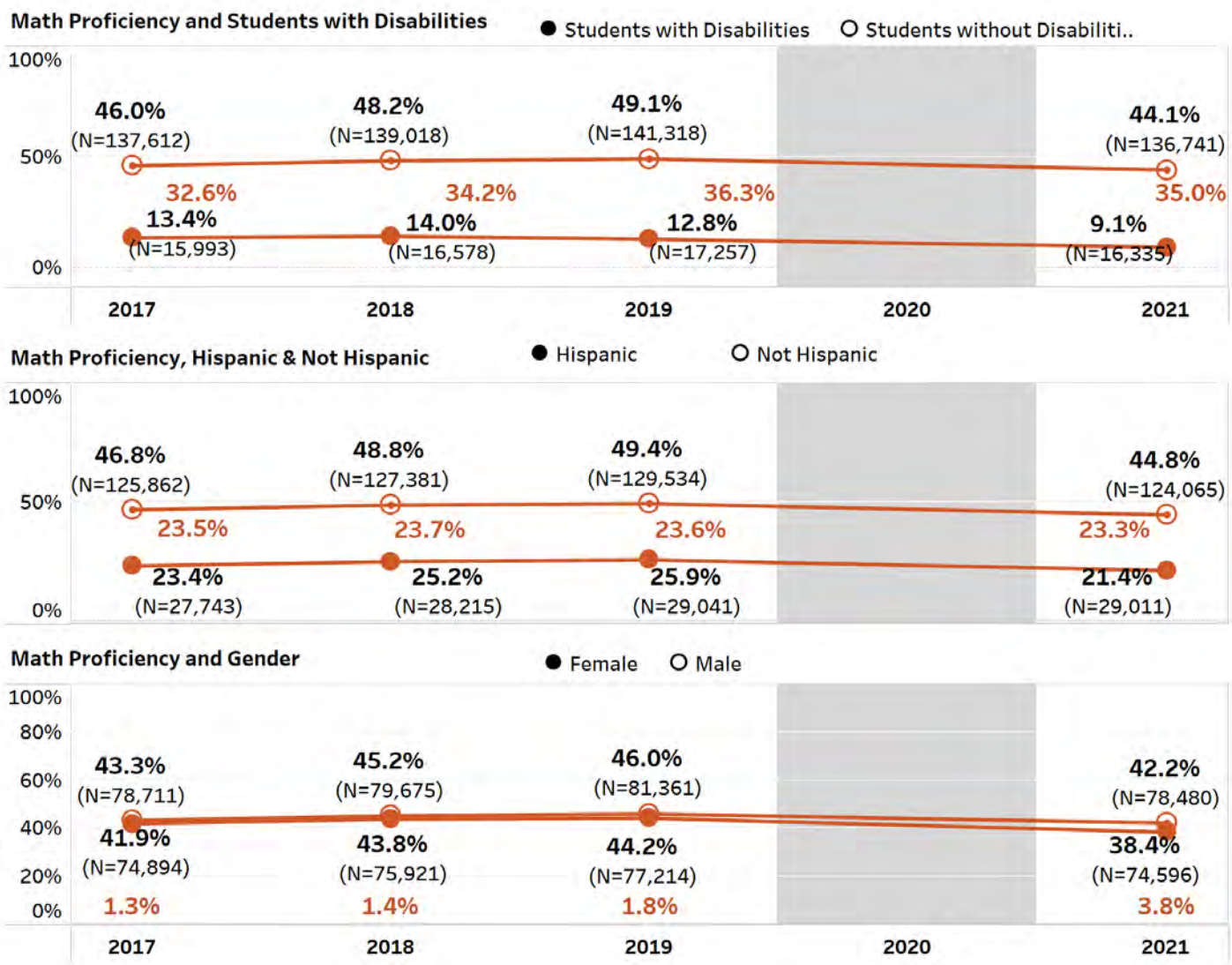
Figure 63: MATH Proficiency Gaps – Migrant, Foster Care



The gap between migrant students and others grew 0.3 percentage points.

The gap for foster students shrank by 0.5 points.

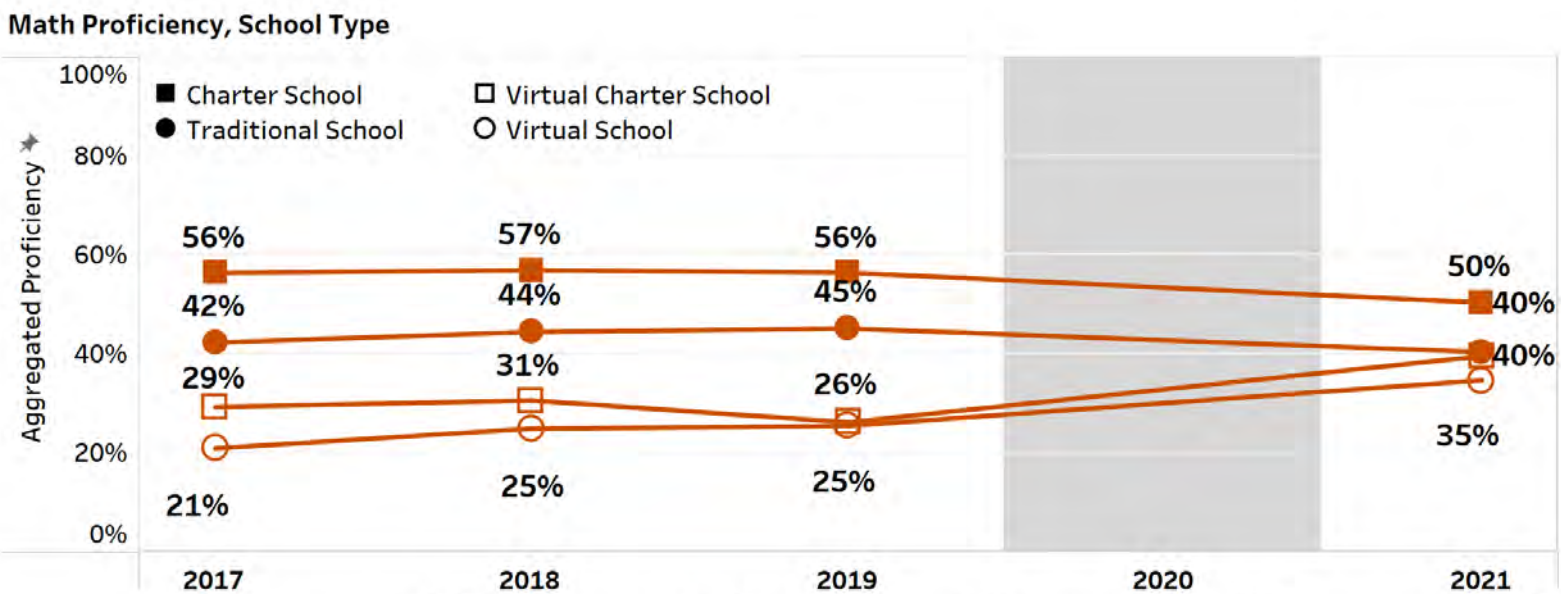
Figure 64: MATH Proficiency Gaps – Disabilities, Hispanic, Gender



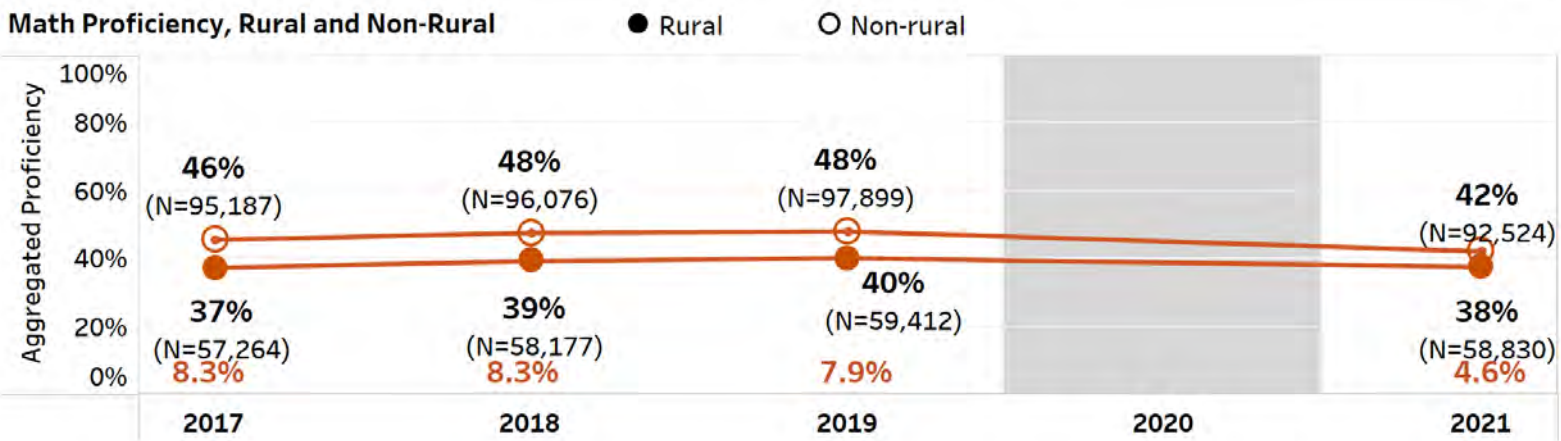
The gender gap grew by 2 percentage points because female student' performance dropped by nearly 8 points compared to that of male students with a drop of less than 6 points.

This widened gap contradicts the pattern of shrinking gaps for many other student groups.

Figure 65: MATH Proficiency for Locale Designations and School Types



	2017	2018	2019	2020	2021
Charter School	8,416	8,640	9,787		10,901
Traditional School	139,487	140,865	142,340		128,665
Virtual Charter School	1,453	1,449	1,460		3,054
Virtual School	292	506	1,144		6,304



Gaps among school types narrowed by 20 percentage points from highest to lowest, with the greatest gains (14 points) among the virtual schools, and a sizeable drop of 6 points since 2017 in charter schools.

The gap between rural and non-rural schools' ISAT Math performance shrank by more 3.3 percentage points, because of the greater drop in performance in non-rural than in rural schools.

ISAT Remote Proctoring: Examination of a COVID-19 Accommodation

For the first time in the 2020-2021 school year, remote administration of the ISAT became available to LEAs. The SDE communicated its expectation to LEAs that remote testing was only for students in need, and the decision to proctor remotely needed to be made at the student level. Because of the technical issues observed during the testing window, remote testers were allowed to use a conventional browser. In addition, only a fixed form was available for remote testers. Parents of remote testers needed to sign a consent form, which included an agreement to use A/V monitoring.

This section first reviews any evidence of effect of the testing environment by examining the ISAT ELA and Math performance of students testing in those settings. It then examines the hypothesis that differences might have arisen because of differential use of the methods by student groups differing in skill.

Remote Proctoring and Achievement Level

On average, students testing remotely performed only slightly worse than those testing in person, and the difference was seen primarily in ISAT Math. Those testing in person had a 3 percentage-point higher Advanced proportion and a 3-point lower Basic proportion (than those testing remotely). Figure 66 and Figure 67 show ISAT performance levels for students completing the assessment in person or remotely.

Figure 66: ELA ISAT Remote Participation Status by Achievement Level

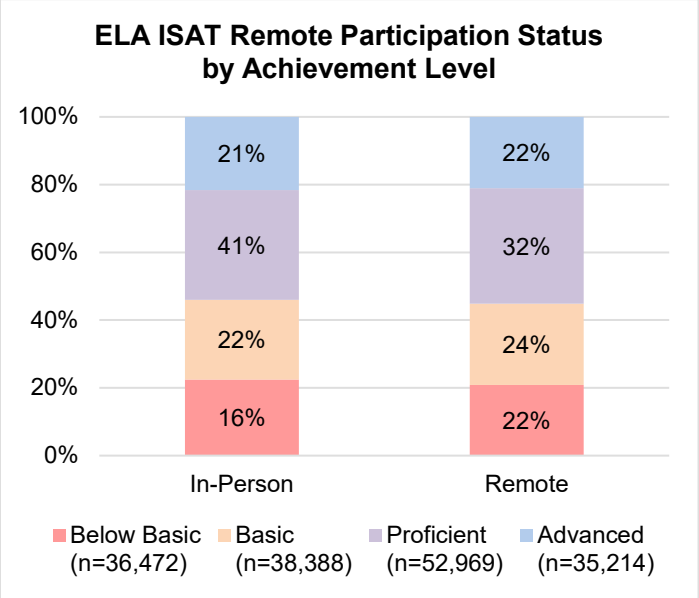
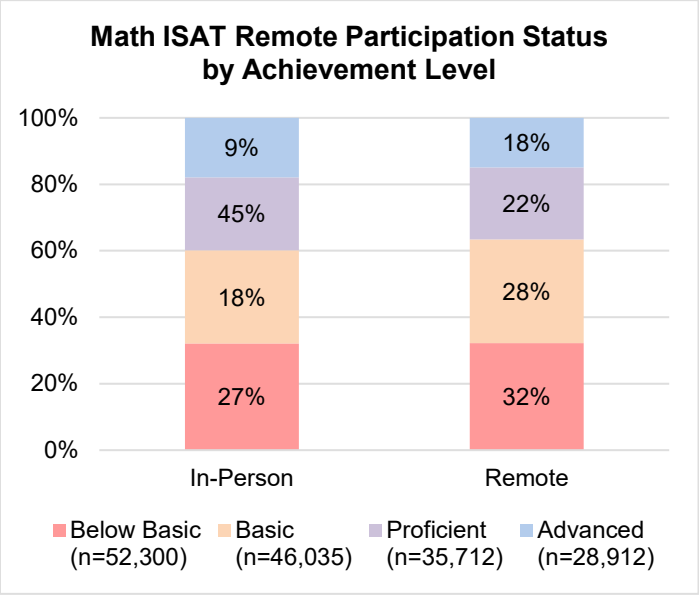


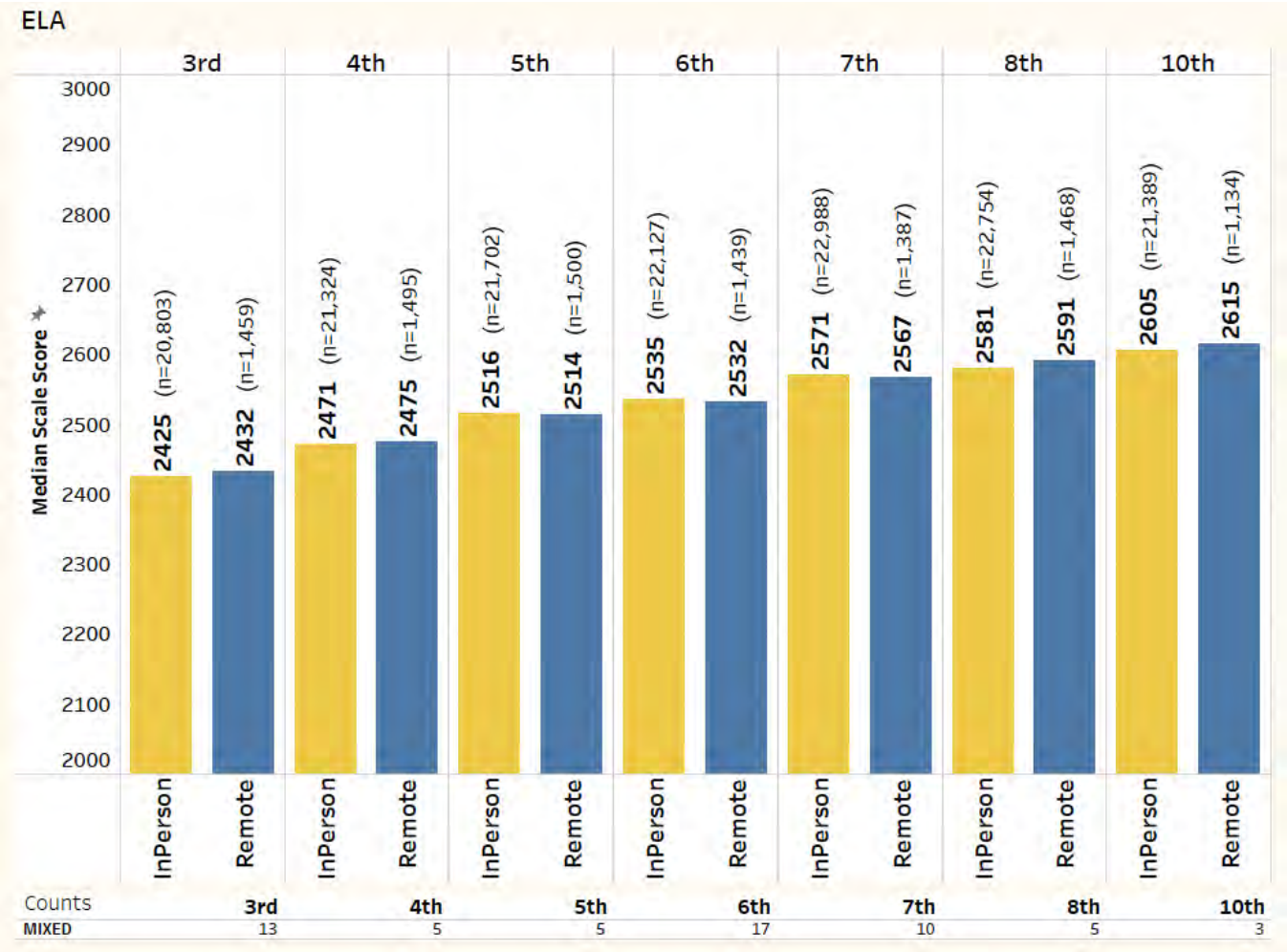
Figure 67: ISAT Math Remote Participation Status by Achievement Level



Remote Proctoring and ISAT Median Scale Scores by Grade

Figure 68 and Figure 69 on the following pages provide additional detail supporting the findings seen in the Figure 66 and Figure 67 on the prior page. This scale score figure below shows negligible differences between remote and in-person testing for ISAT ELA, but 9 to 16 points lower median ISAT Math scores for remotely- than in-person-tested students, with some variation by grade for both subjects.

Figure 68: 2021 ISAT ELA Median Scores by Grade

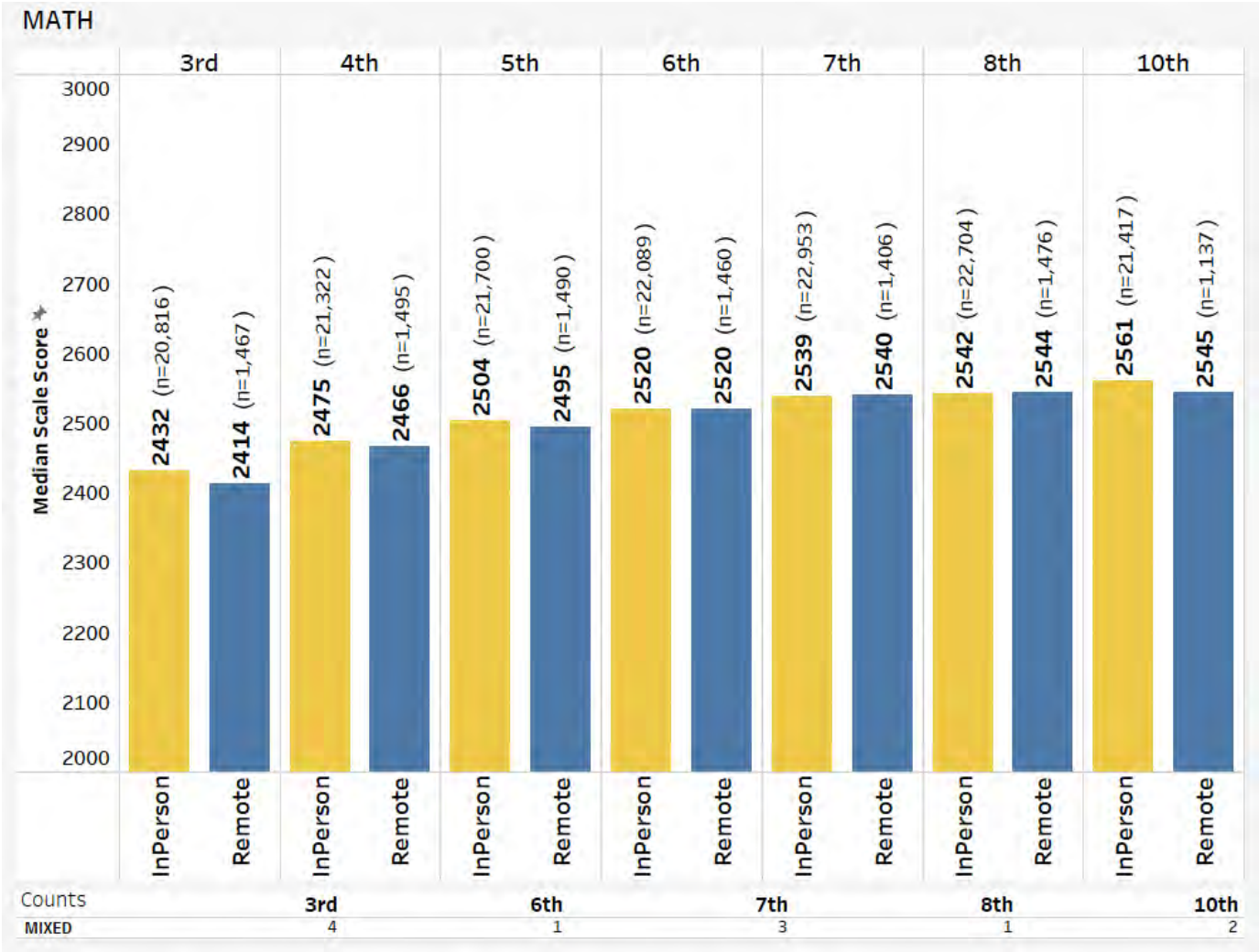


ELA REMOTE ADVANTAGE: 8th- and 10th-grade students who tested remotely scored an average of 10 points higher than those testing in person.

ELA REMOTE LITTLE DIFFERENCE: Grades other than 8th and 10th experienced little effect of the assessment setting.

ELA MIXED – TOO FEW TO REVIEW: A few students completed the test in a "mixed" remote-plus-in-person environment. Their counts appear in this and the next figure, though they are not further analyzed because of their small numbers.

Figure 69: 2021 ISAT Math Median Scores by Grade



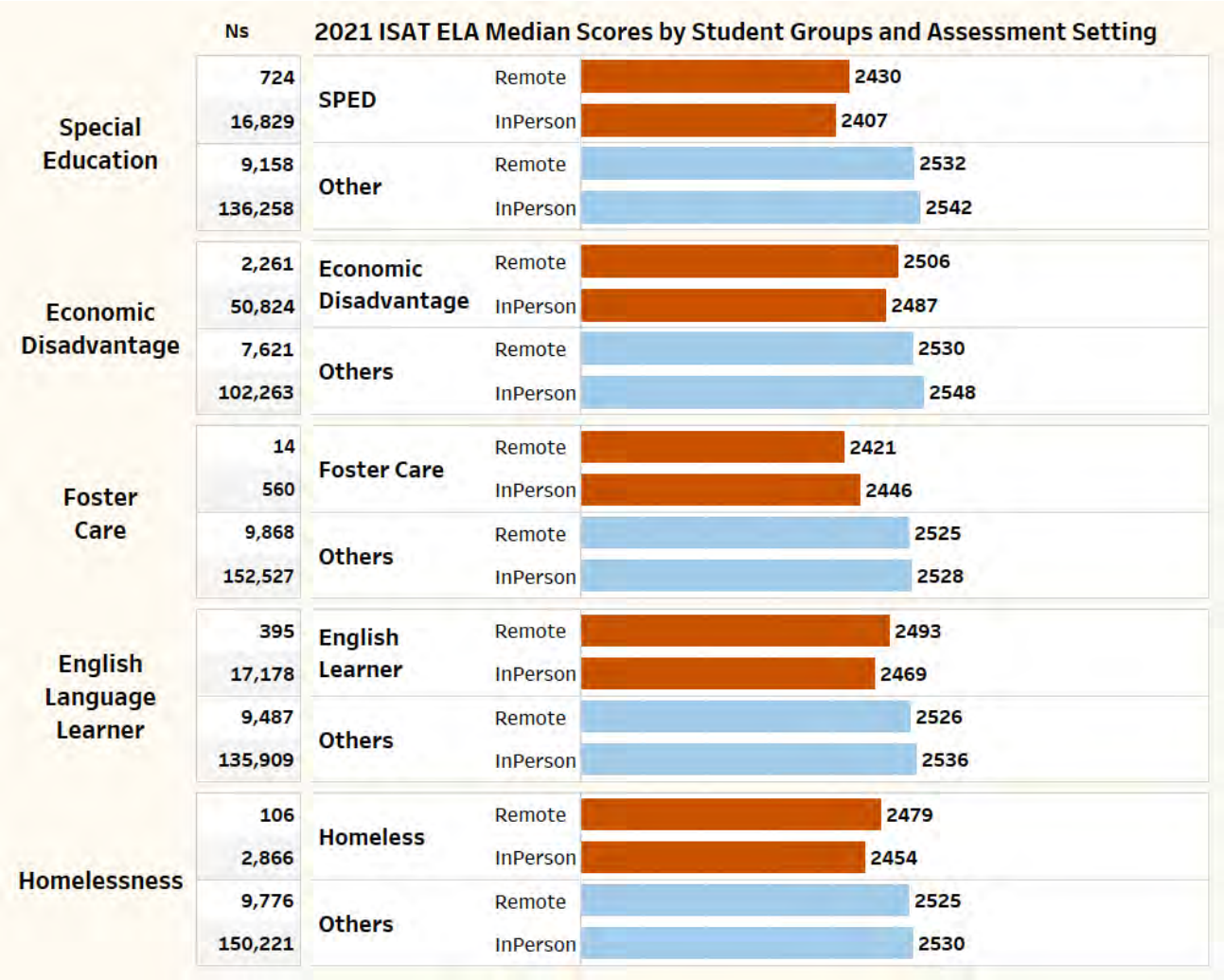
MATH REMOTE DISADVANTAGE: All grades except 6th, 7th, and 8th showed a 9-16-point lower ISAT Math performance among those testing remotely than in person.

Grades 6-8 saw negligible differences in Math scores based on assessment setting.

Student Subgroups Responded Differently to the Assessment Setting

For both ISAT ELA and Math, some groups performed better in the remote than the in-person test setting; one did not.

Figure 70: ISAT ELA Scores by Assessment Setting and Subgroups

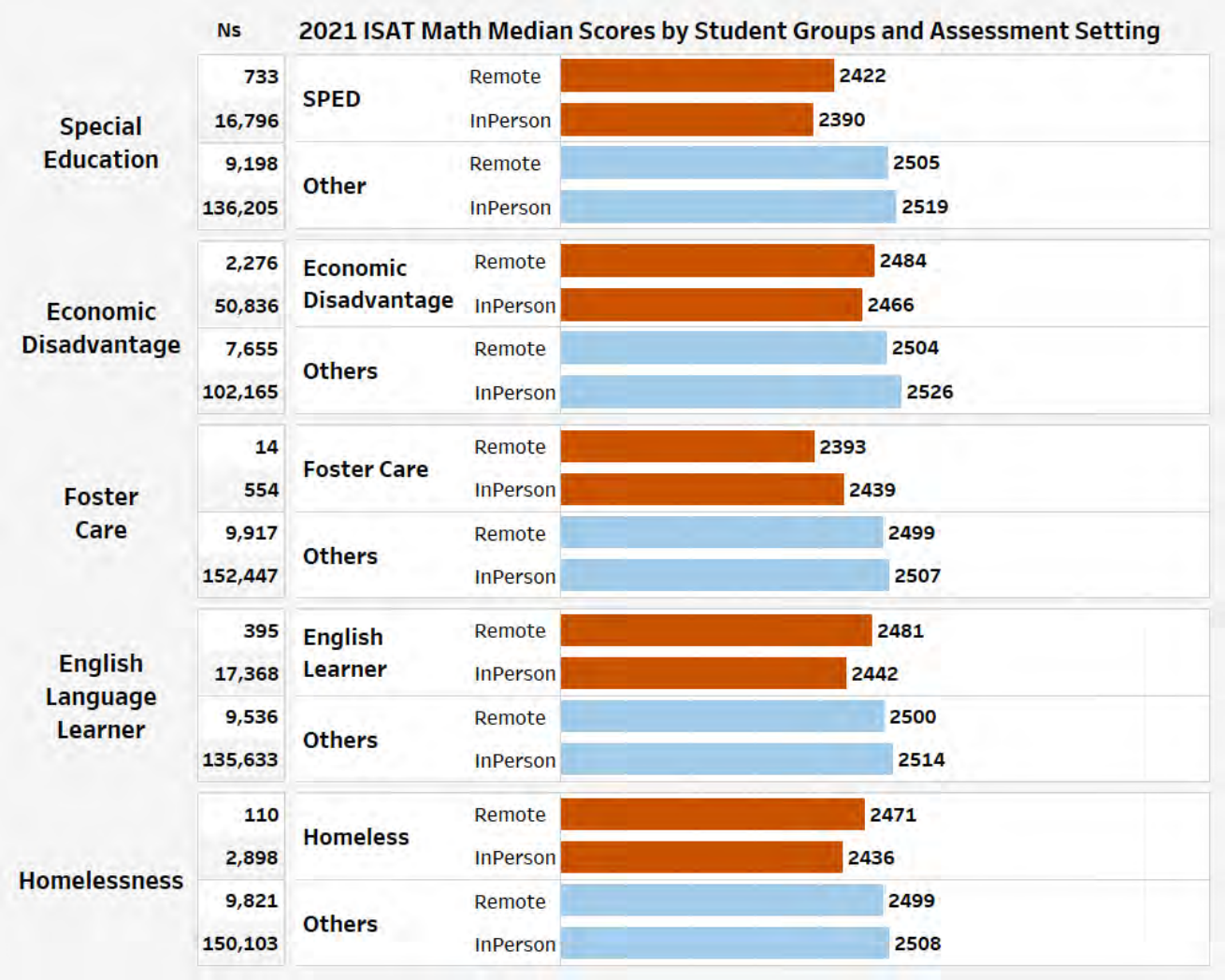


ELA REMOTE ADVANTAGE: Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT ELA when testing remotely than in person. The remote-testing advantage ranged from 19-33 scale score points.

ELA REMOTE DISADVANTAGE: Students in foster care performed worse on the ISAT ELA in remote by an average of 25 scale score points. But, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

Figure 71 reveals a very similar pattern for ISAT Math performance as seen earlier for ELA. Student subgroups responded differently to the assessment setting, some performing better on the ISAT Math when testing remotely than in person (special education students, economically disadvantaged students, English Learners, and homeless students). Others performed better in the in-person setting (students in foster care).

Figure 71: ISAT Math Scale Scores by Assessment Setting for Subgroups

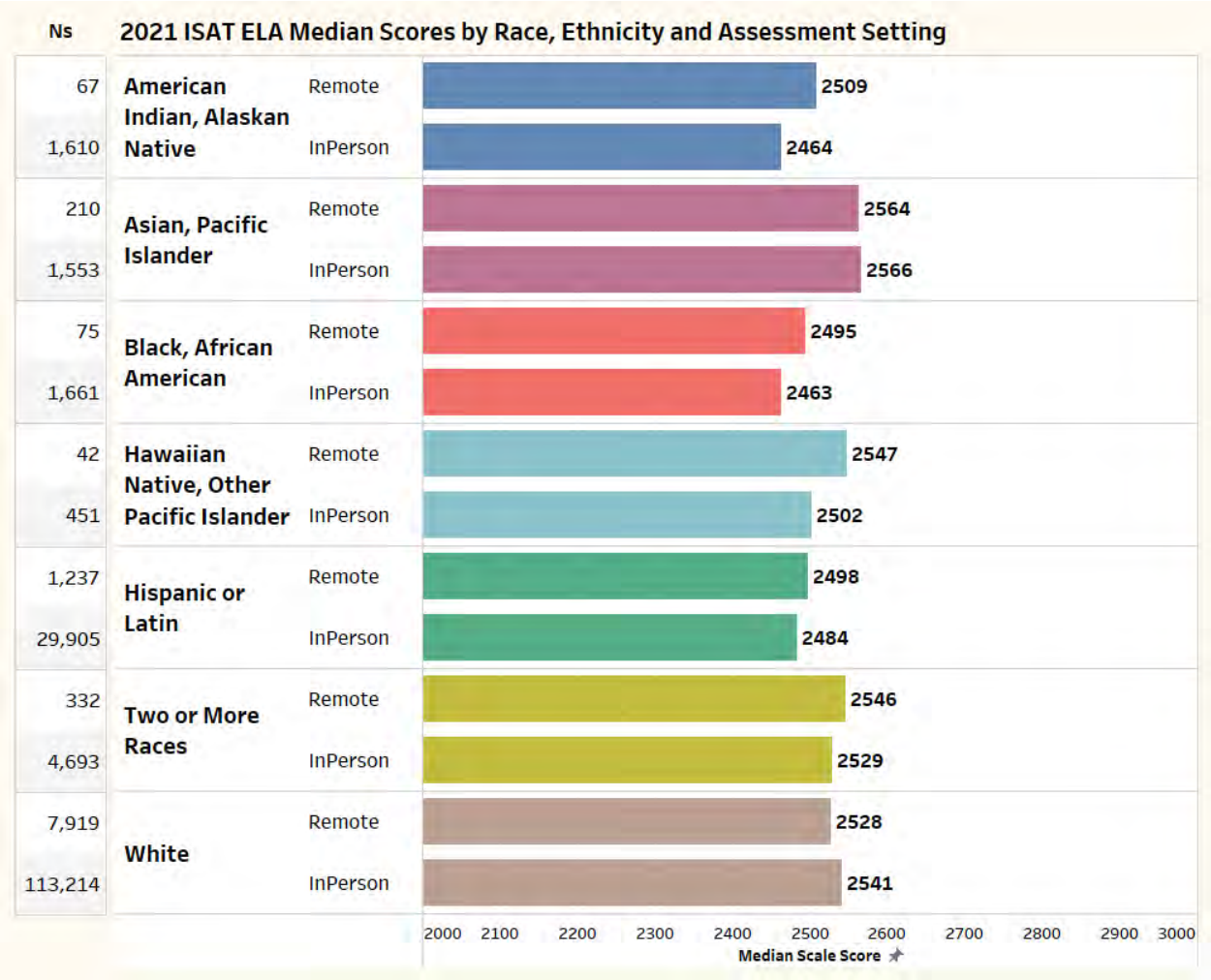


MATH REMOTE ADVANTAGE: Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT Math when testing remotely than in person. The remote-testing advantage ranged from 18-39 scale score points.

MATH REMOTE DISADVANTAGE: Students in foster care performed worse on the ISAT Math in remote by an average of 54 scale score points. Again, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

As seen in Figure 72, most race and ethnicity groups performed better on ISAT ELA when testing remotely than in person, except for white students who performed better in person.

Figure 72: ISAT ELA Scores by Assessment Setting and Race /Ethnicity



ELA REMOTE ADVANTAGE: The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 55 to 32 points. Yet, for all of these groups, relatively few students tested remotely, suggesting a reason for caution in interpretation.

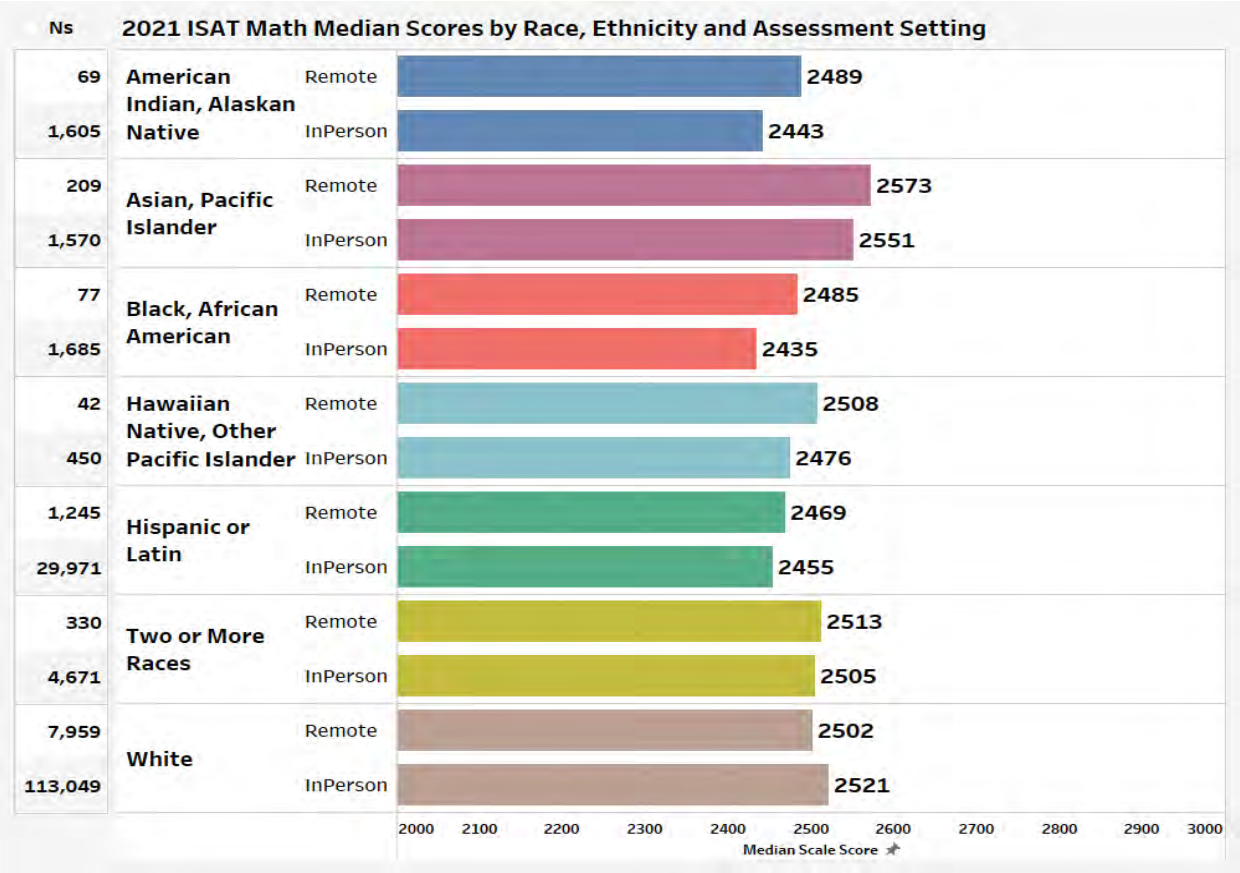
Larger groups - Hispanics and multi-race students - experienced smaller, but meaningful average advantages of remote testing of 13-14 scale score points.

ELA REMOTE NO DIFFERENCE: Asians, the group most likely to test remotely, experienced no difference in ELA outcomes based on test environment.

ELA REMOTE DISADVANTAGE: Contrary to all other groups, white students experienced a 13-point disadvantage to remote testing for the ISAT ELA.

As seen in Figure 73, most race and ethnicity groups performed better on ISAT Math when testing remotely than in person, except for white students who performed better in person.

Figure 73: ISAT Math Scale Scores by Assessment Setting and Race /Ethnicity



MATH REMOTE ADVANTAGE: The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 50 to 32 points. Yet, the same caution about the small size of these groups applies here as to the Math scores.

Larger groups – Hispanics, multi-race students, and Asians - experienced smaller, but meaningful average advantages of remote testing ranging from 8 to 22 scale score points.

MATH REMOTE DISADVANTAGE: Contrary to all other groups, white students experienced a 23-point disadvantage to remote testing for the ISAT Math.

Reasons for Remote- versus In-Person Participation Differences

As reported above, performance differences by testing environment were substantial for Math and ELA in some grades or groups. Reasons could include (a) differences in the actual tests' content or presentation - many of the remotely-administered tests were not adaptive; whereas, the in-person ones were; (b) a difference in students' familiarity with the testing environment; (c) a selection bias - students using remote versus in-person testing differed in their skills; or most likely (d) some combination of these.

This section examines the possible operation of selection-bias – that the students taking the tests remotely versus in person differed a priori in skill, thus accounting for the ISAT differences seen especially in Math. Yet, there proved little evidence of student-based differences but considerable evidence of differences among school types. Virtual schools of all kinds were more likely to proctor remotely than were in-person schools. By contrast, student groups differed little in their use of in-person versus remote testing.

Remove v. In-Person Participation Method and School Type

Figure 74 and Figure 75 show the use of remote proctoring by school type.

- As indicated by the participating LEAs, students who were enrolled in virtual school benefited most from remote testing.
- This school-type difference applied equally to ELA and Math tests.

Figure 74: ISAT ELA Remote Participation Status by School Type

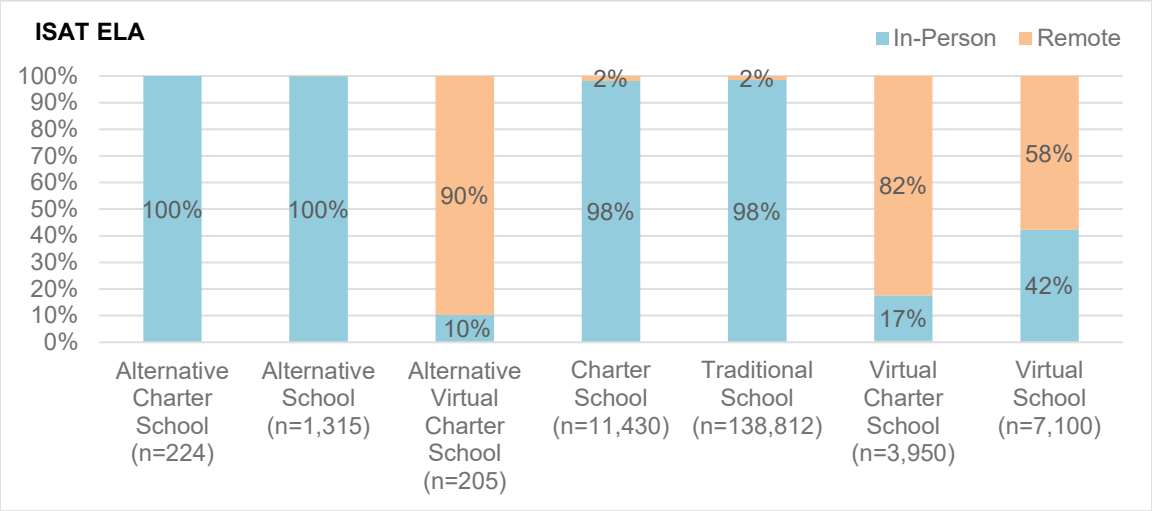
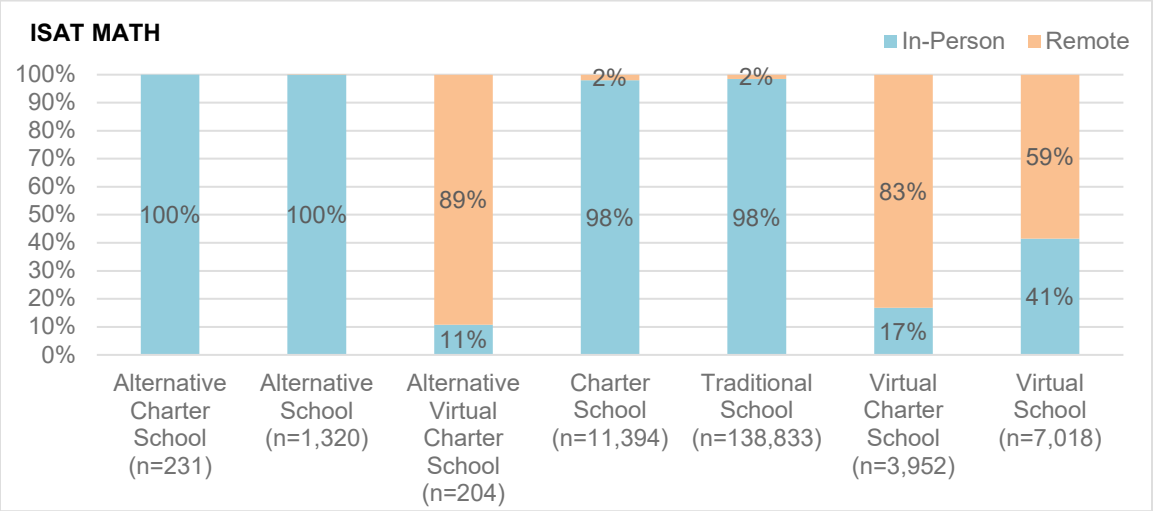


Figure 75: ISAT Math Remote Participation Status by School Type



Remove v. In-Person Participation Method and Race/Ethnicity

Figure 76 and Figure 77 show the use of remote proctoring by racial/ethnic group. Asian students used the remote proctoring the most, followed by Native Hawaiian/Other Pacific Islander students, students with two or more races, and White students. The race/ethnicity differences applied equally to ELA and Math tests.

Figure 76: ISAT ELA Remote Participation Status by Race and Ethnicity

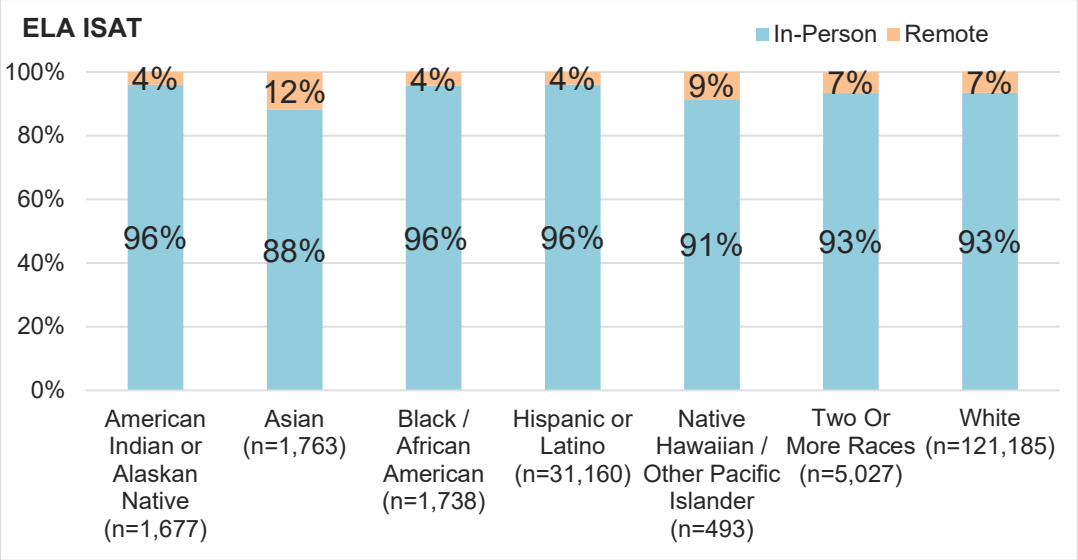
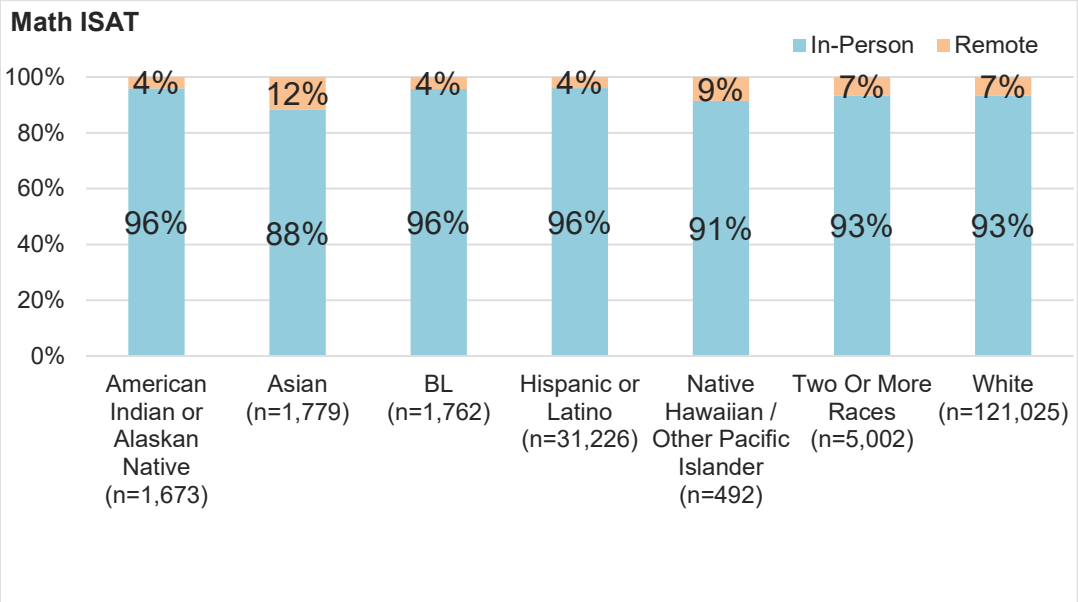


Figure 77: ISAT Math Remote Participation Status by Race and Ethnicity



Remove v. In-Person Participation Method by Student Subgroup

Figure 78 and Figure 79 show the use of remote proctoring by student groups.

- Groups differed little in the proportion testing remotely. They ranged from 1% (migrant students) to 9% (military family students) with most groups at 2%-6%.
- The differences among student groups applied equally to ELA and Math tests.

Figure 78: ISAT ELA Remote Participation Status by Subgroup

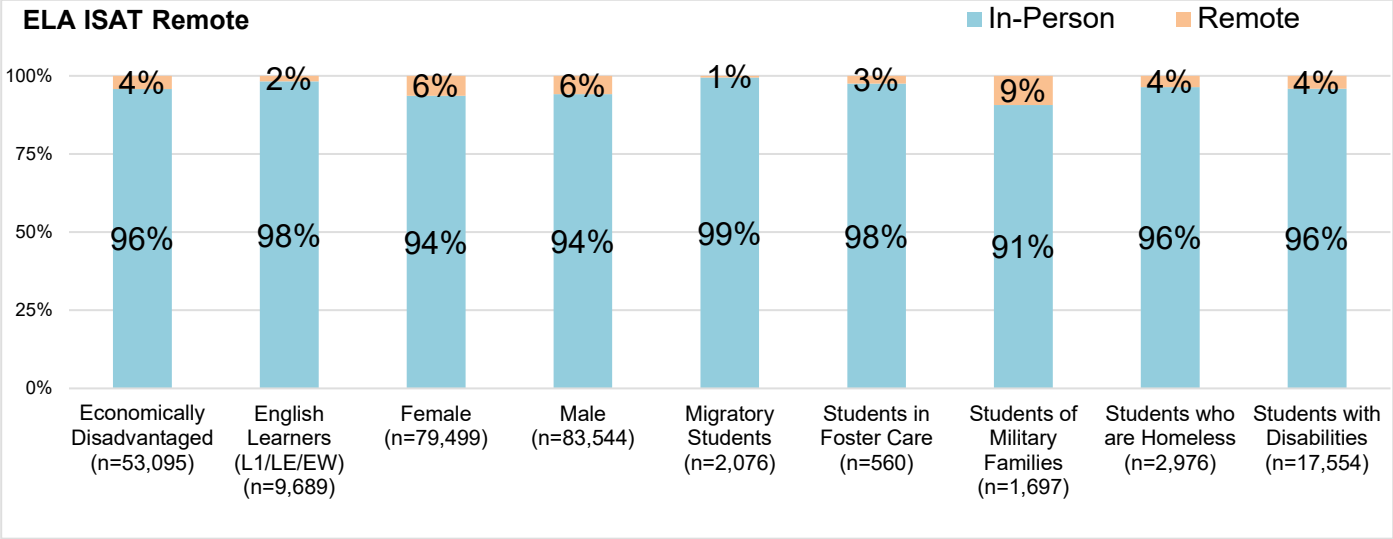
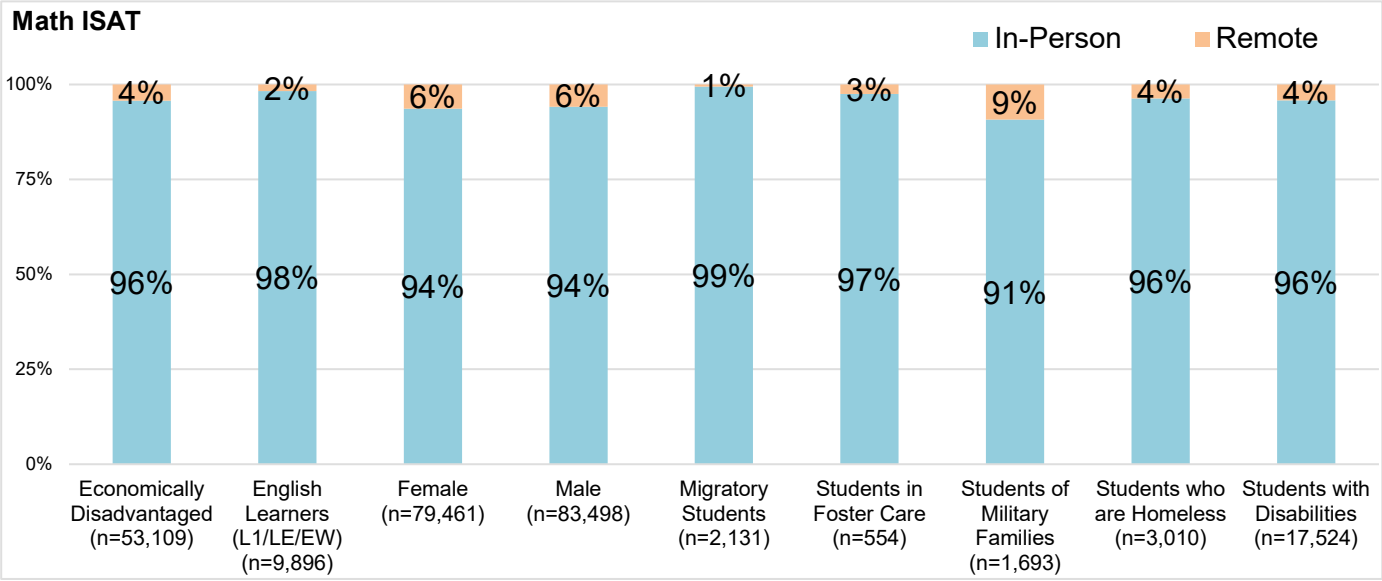


Figure 79: ISAT Math Remote Participation Status by Subgroup



Remove v. In-Person Participation Method and Grade Level

Figure 80 and Figure 81 show the use of remote proctoring by grade level. Remote proctoring was utilized evenly across grade levels, slightly more at lower grade levels. This difference by grade applied equally to ELA and Math tests.

Figure 80: ISAT ELA Remote Participation Status by Grade Level

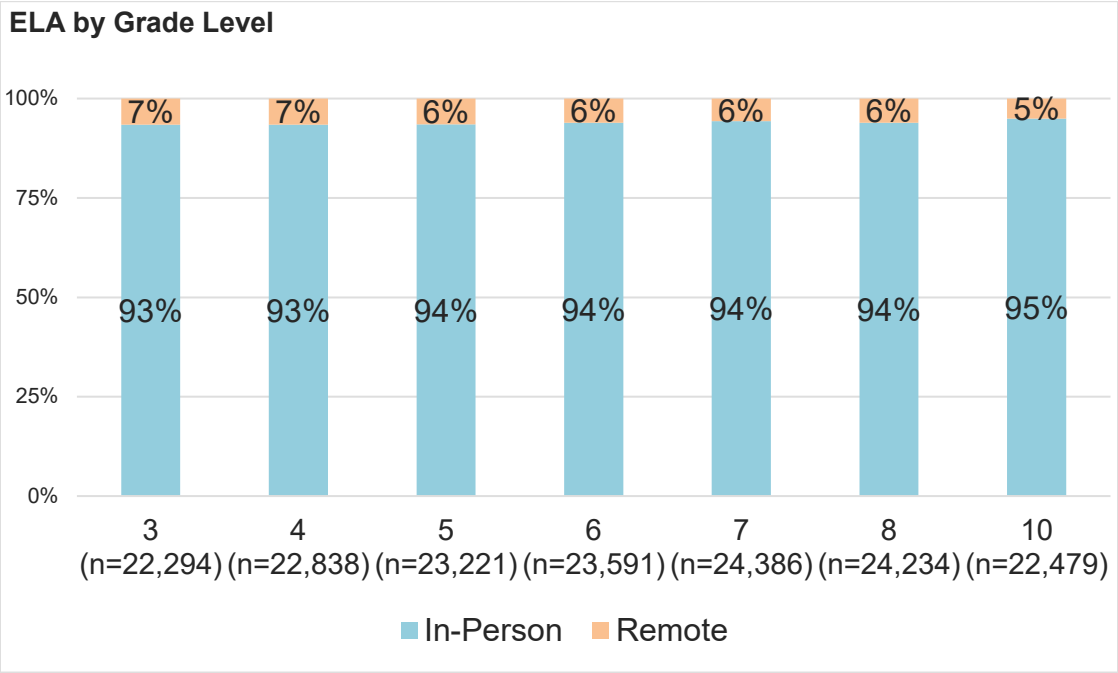
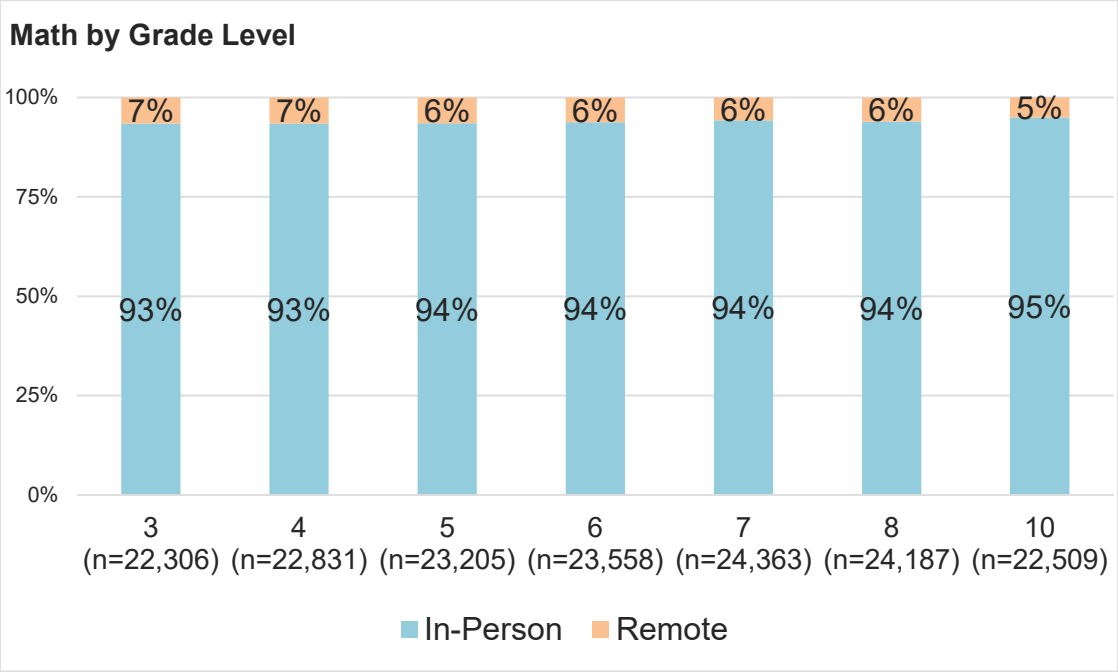


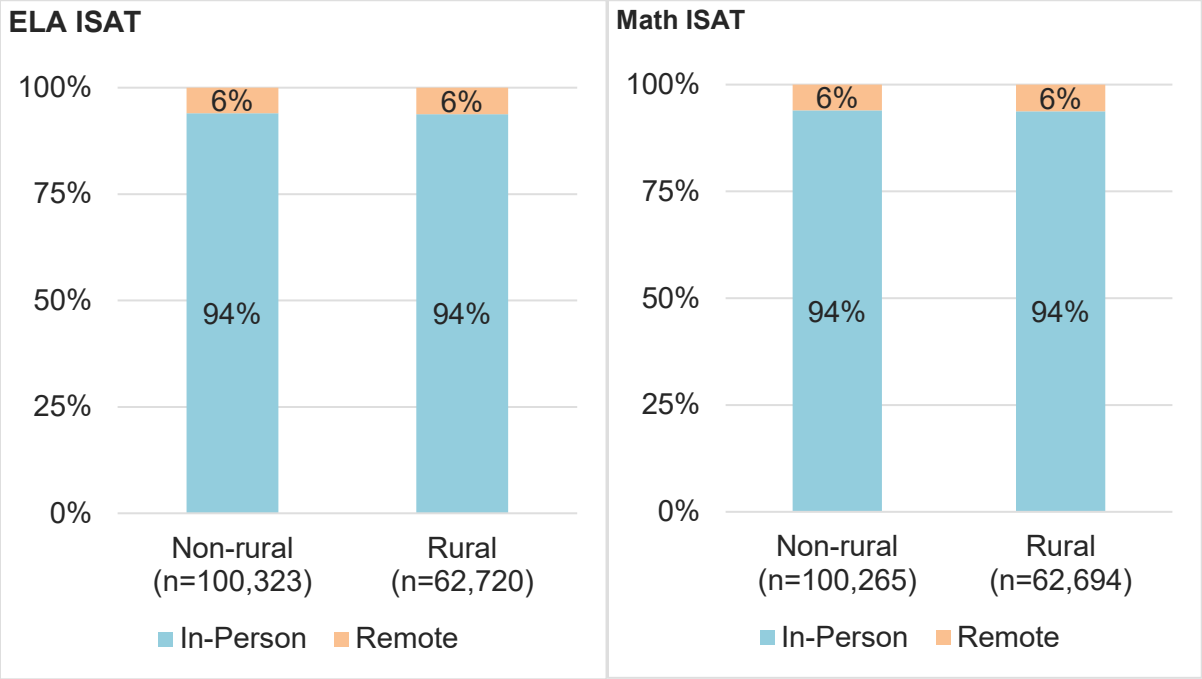
Figure 81: ISAT Math Remote Participation Status by Grade Level



Remove v. In-Person Participation Method By Rurality

Figure 82 shows no differences in test administration type for either ELA or Math by whether the of the student's school was rural or non-rural.[3]

Figure 82: ISAT ELA and Math Remote Participation Status by Rurality



[3] Section 33-319 – Idaho State Legislature

TITLE 33; EDUCATION; CHAPTER 3; SCHOOL DISTRICTS; 33-319. RURAL SCHOOL DISTRICTS — RURAL PUBLIC CHARTER SCHOOLS. (1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:

(a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries; or

(b) The county in which a plurality of the school district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.

History: [33-319, added 2009, ch. 239, sec. 1, p. 739.]

NCES: Rural Education in America - Definitions

HIGH SCHOOL COURSE COMPLETION, GRADUATION RATES, AND GO-ON RATES

Idaho students' college and career readiness and their participation in college entrance exams and related preliminary tests prepare them to graduate and continue in post-secondary schooling and careers.

College and Career Readiness

College and career readiness is one measure predicting graduation and going on to post-secondary education. It is assessed differently, depending on the grade. In grades 8 and 9, readiness involves the completion of advanced math courses, specifically pre-algebra or higher-level math courses in grade 8 and Algebra 1 or higher-level math courses in grade 9. Through the remainder of high school, the readiness measure involves the completion of a broader range of advanced courses, industry-recognized certificates, or apprenticeships. Advanced courses comprise Advanced Placement (AP) courses, dual credit courses, technical competency credit (TCC), or international baccalaureate (IB) programs. Each student in grade 12 receives a "Yes" or "No" value for the college and career readiness measure based on participation in one or more of these three indicators. Find more information: https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2018/Advanced-Math.pdf and https://www.sde.idaho.gov/assessment/Accountability/files/accountability-results/2019/College-and-Career-Readiness.pdf.

As seen in Figure 83 through Figure 86, Idaho students' completion of courses and opportunities that prepare them for graduation and their next steps has declined since 2018, dropping a full 4.4 percentage points since 2020.

Figure 83: College and Career Readiness – All, ELLs, Economically Disadvantaged

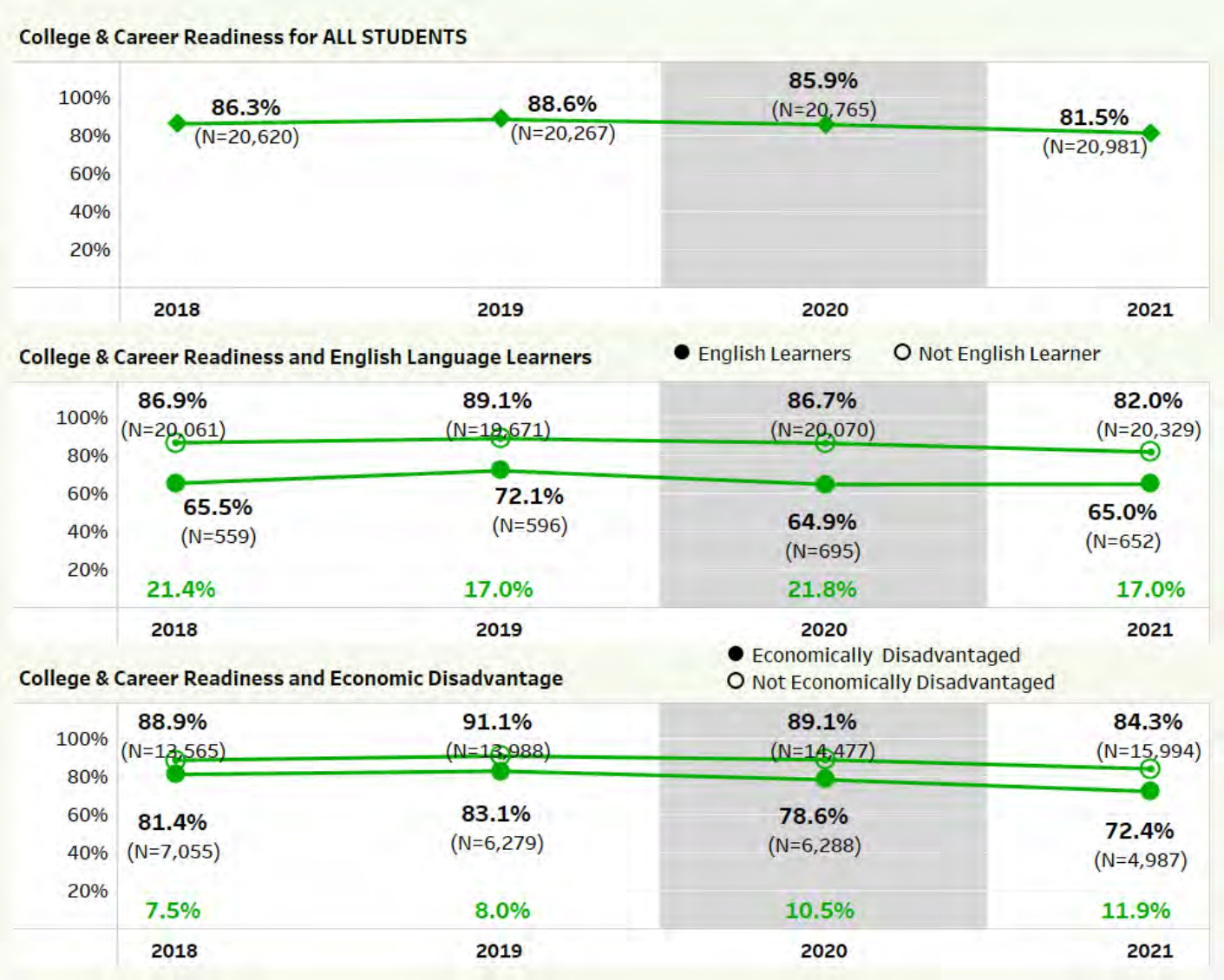


Figure 84: College and Career Readiness – All, ELL, Economic Disadvantage

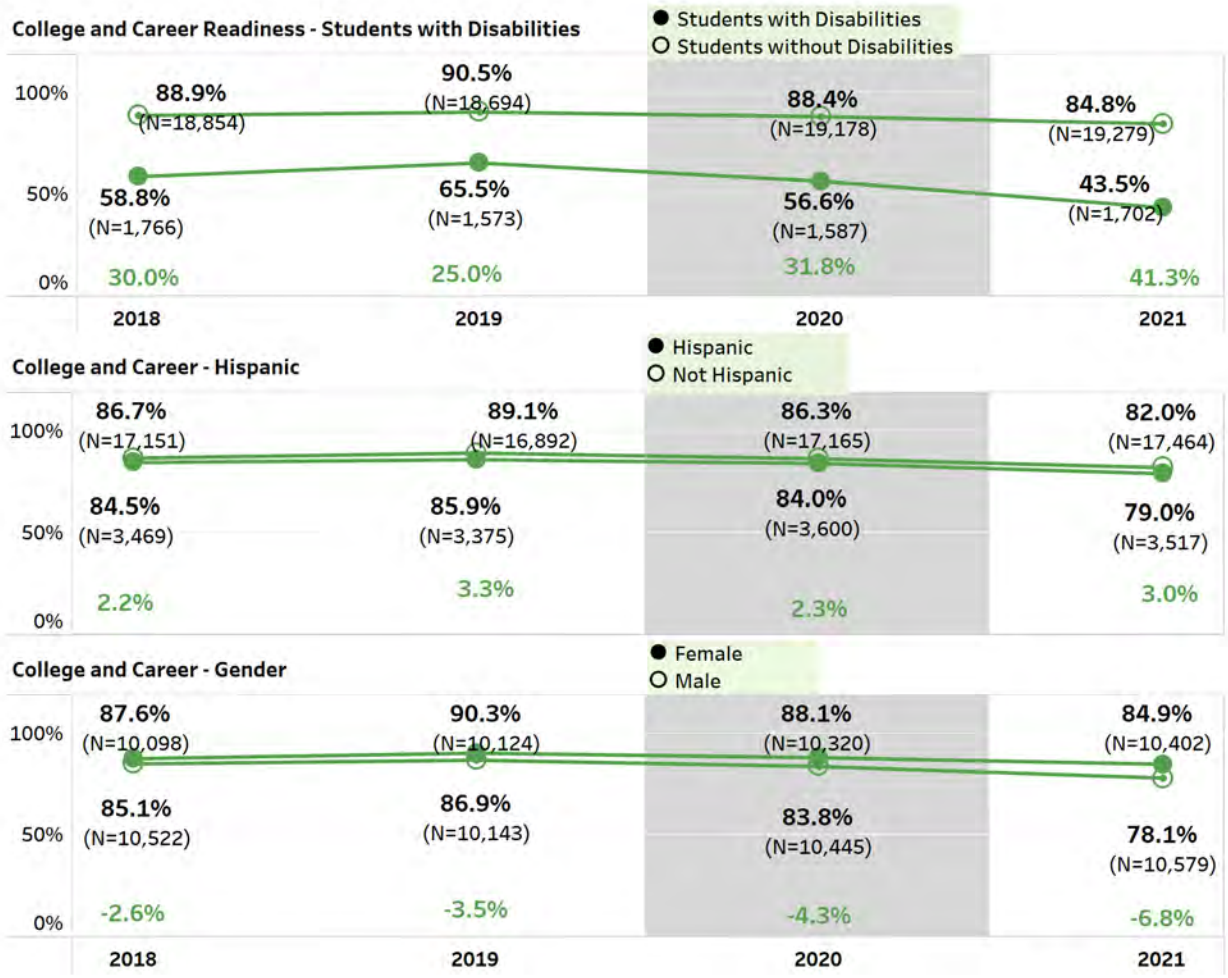


Figure 85: College and Career Readiness – Migrant, Foster Care

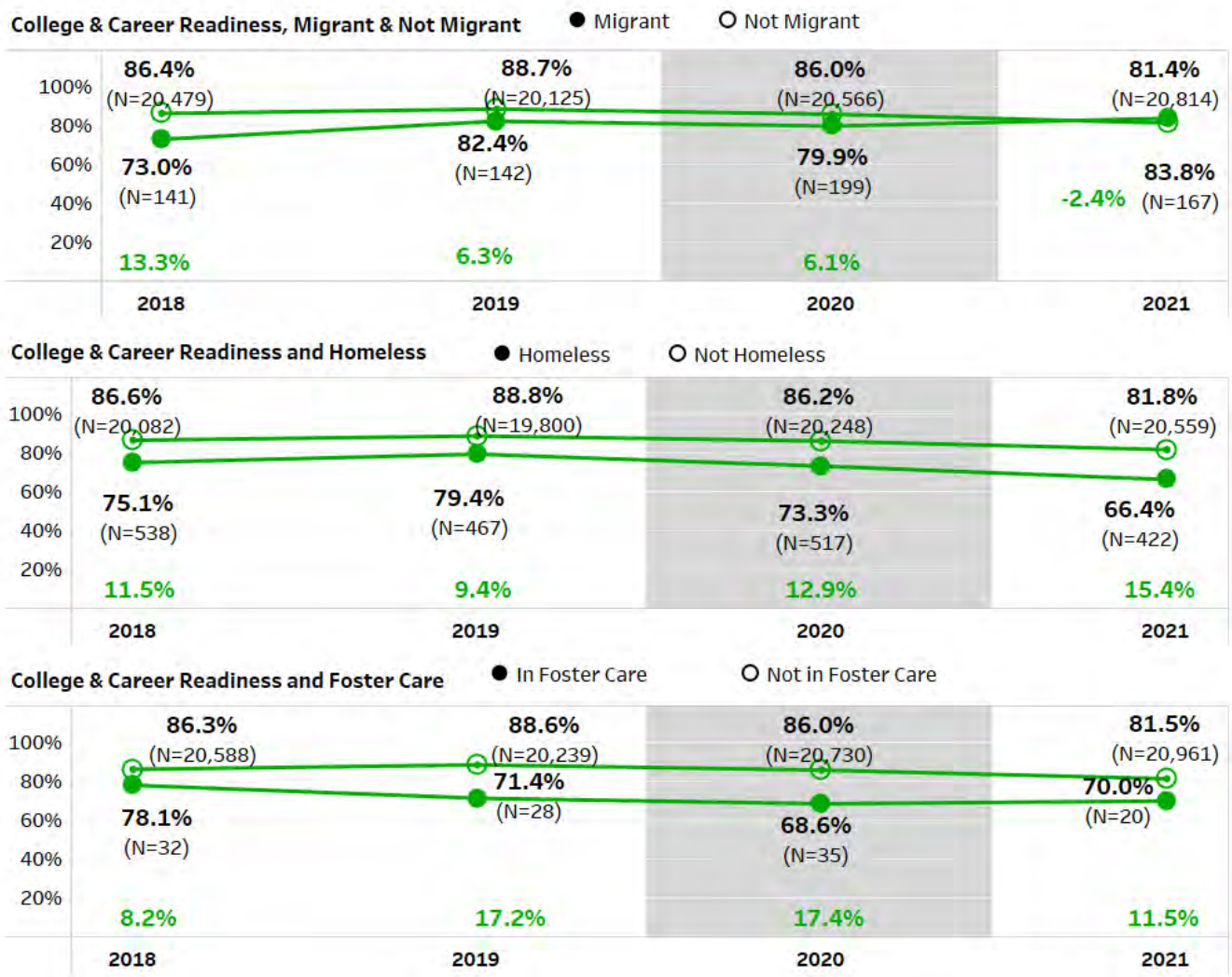
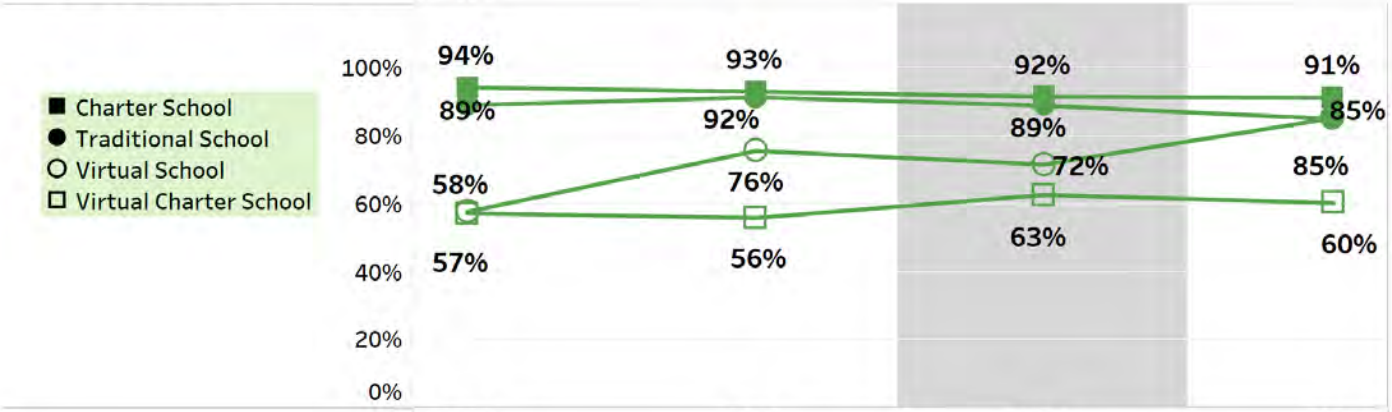


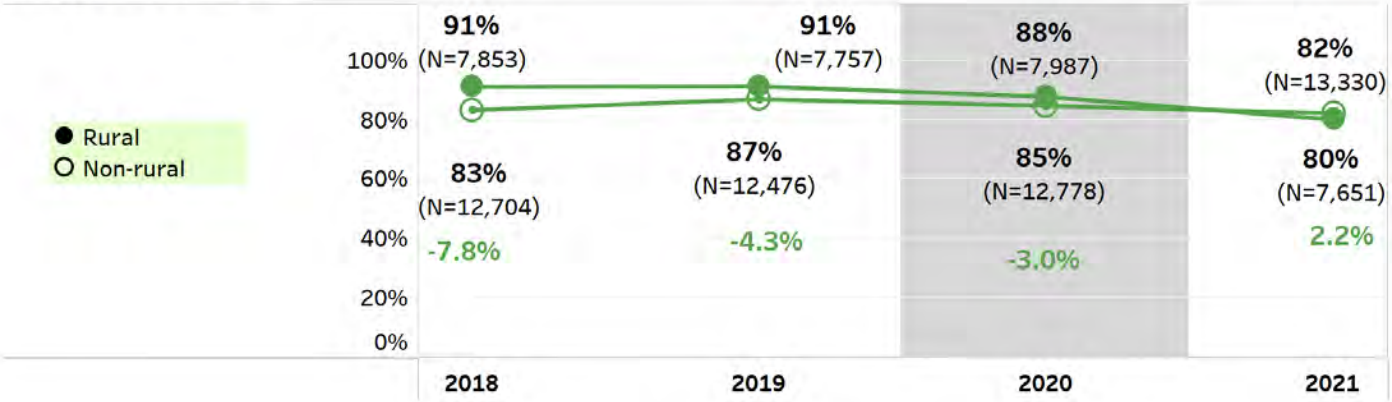
Figure 86: College and Career Readiness – School Type, School Location

College and Career Readiness - School Type



	2018	2019	2020	2021
Charter School	538	542	577	650
Traditional School	17,215	17,085	17,493	17,263
Virtual Charter School	518	461	467	641
Virtual School	71	70	99	308

College and Career - Rural



College Entrance Exam

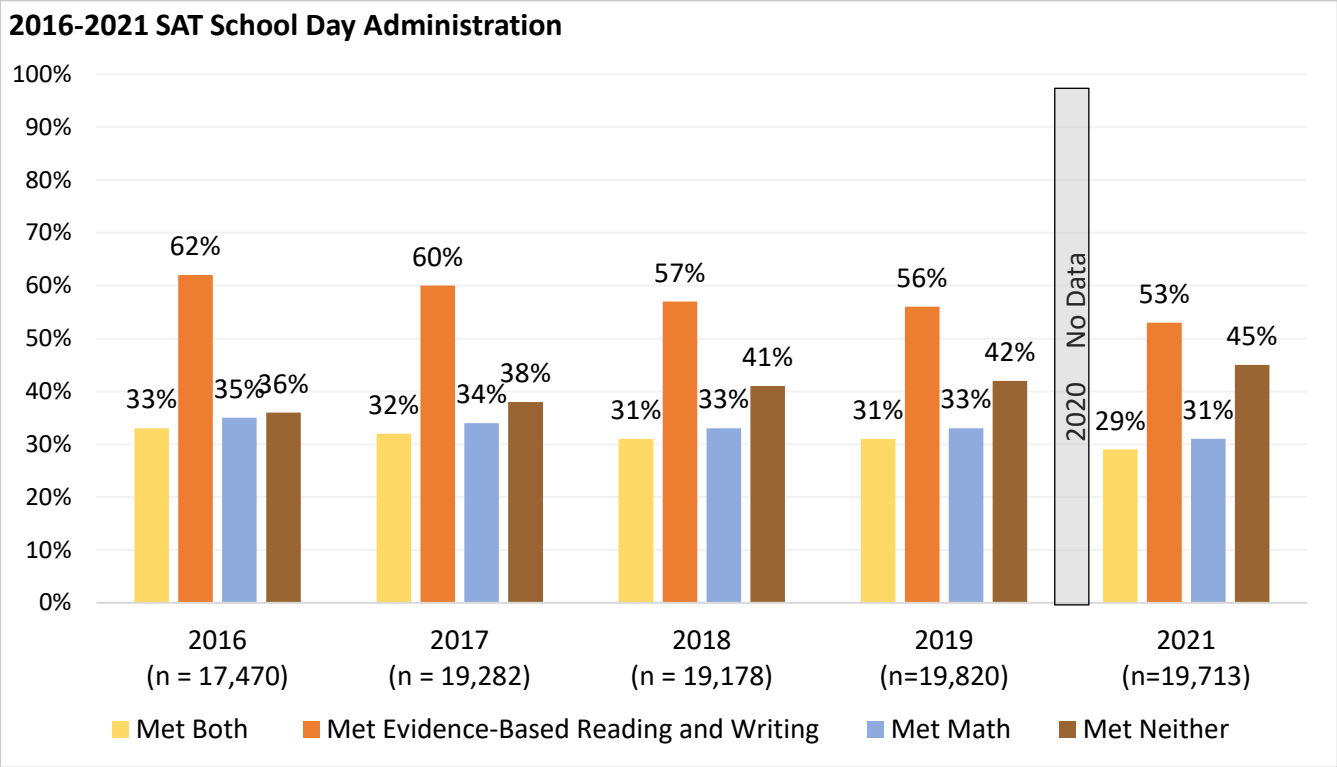
Idaho supports students in understanding and creating Next Steps after high school in a variety of ways. Taking a college entrance exam and a pre-college entrance exam, is both Next Step opportunities - chances for students to receive resources and personalized feedback to assist in preparation for entry-level college coursework. This section reviews Idaho students' performance on the SAT and the PSAT.

Scholastic Aptitude Test (SAT)

Every spring, Idaho coordinates and pays for a statewide college entrance exam, currently this is the SAT. Students are considered college- and career-ready when their SAT scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. Students with an SAT Math score that meets or exceeds the benchmark (Met Math) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing score that meets or exceeds the benchmark (Met Evidence-Based Reading and Writing) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

Figure 87 shows that performance has gradually declined since 2016 by 9 percentage points in meeting English and 4 points in meeting Math standards. The numbers of students taking the exams peaked in 2019 and declined slightly in 2021.

Figure 87: Scholastic Aptitude Test (SAT) – Percentages Meeting Benchmarks

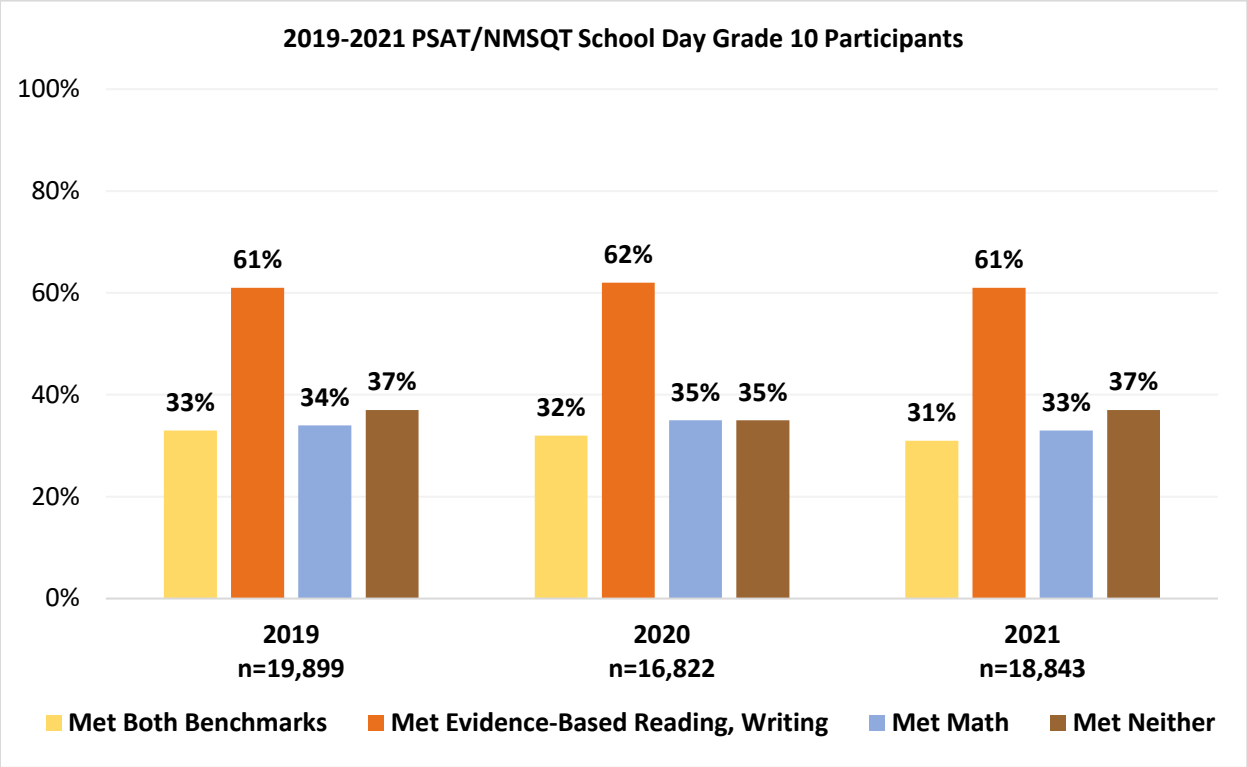


PSAT

The SAT® Suite of Assessments is an integrated system of tests that includes the SAT (for students in grades 11 and 12) and the PSAT/NMSQT® which is offered to all high school sophomores in Idaho, but is not required. The tests measure the same skills and knowledge in grade-appropriate ways. They work together to show college readiness over time so educators, students, and parents can monitor student progress. Their content reflects the kind of meaningful, engaging, and challenging work that students find in the best middle-school and high-school courses taught today. The PSAT/NMSQT measures the skills and knowledge, which is what research has shown to be the most important for success in college and career. The Reading Test measures comprehension and reasoning skills, and it focuses on close reading of passages in a wide array of subjects. The Writing and Language test measures a range of skills, including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation. The Math Test covers a range of math practices with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure. Students meeting PSAT benchmarks are considered on track to be college-ready upon graduation from high school.

- Students' performance on the PSAT has remained relatively stable since 2019, maintaining roughly the levels of meeting English and Math standards achieved in 2017 on the SAT (61% English; 34% Math).
- The numbers taking the PSAT have varied by year, possibly because this assessment is purely voluntary. This likely accounts for some of its difference from the SAT results.

Figure 88: PSAT Performance - Percentages Meeting Benchmarks



Graduation

Graduation rate is reported in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years.

The two counts appearing below each bar in the graph as ns are the number of 4-year and 5-year cohort members, respectively. The two may differ if students move into or out of the Idaho's public-school system in their fifth year.

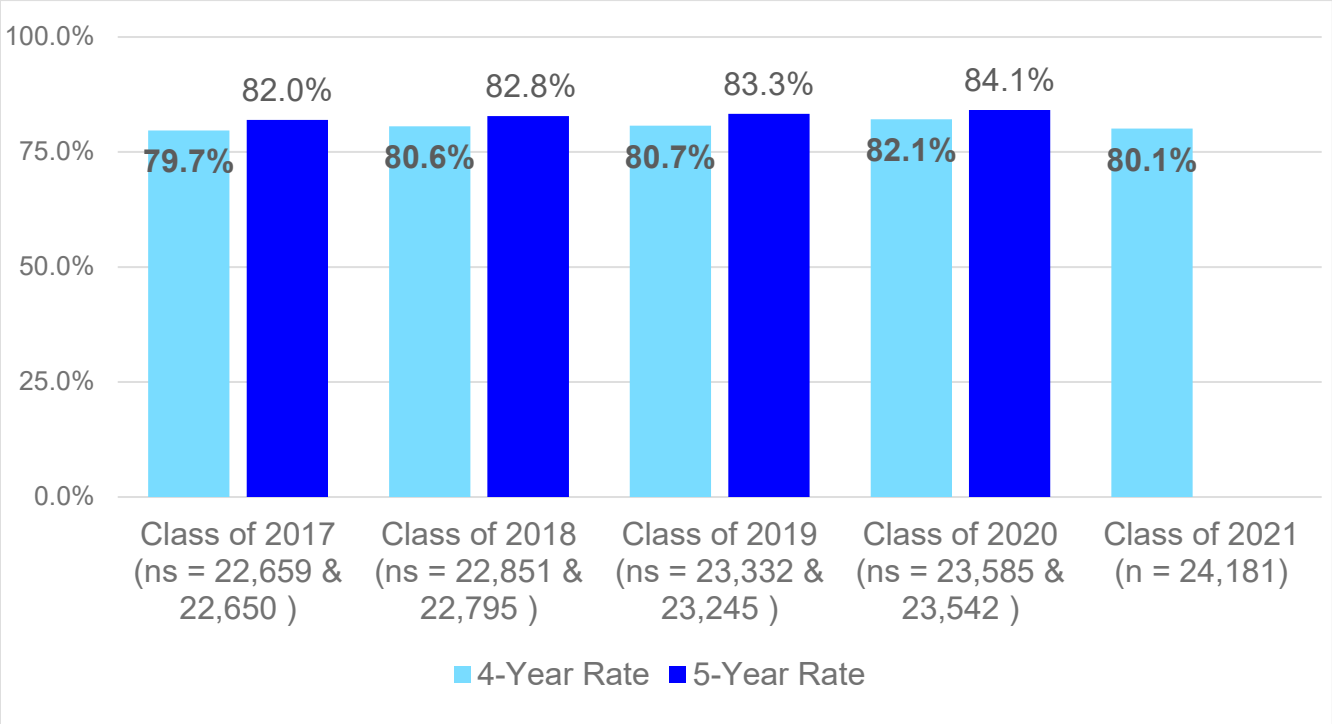
Cohort Graduation Rate: Class of 2017 – Class of 2021

In 2021, 80.1% of Idaho's high school students graduated high school in four years.

As seen in Figure 89:

- The cohort size has increased steadily showing a 7% gain since 2017.
- The gradual rise in 4-year graduation rate was lost in 2021.
- The additional year beyond four added 2.0 – 2.6 percentage points to the final, 5-year graduation rate per graduating class.

Figure 89: 4-year and 5-year Graduation Rates per Cohort



4-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 90:

- 4-year graduation rates held relatively steady in traditional schools, with a 2 percentage-point drop in 2021;
- Charter schools have seen a gradual decline in 4-year graduation rate from 83% in 2018 to 70% in 2021;
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools have all seen steady rises in graduation rates;
- Virtual schools' 4-year graduation exceeded charter schools' rates in both 2020 and 2021, and reached Idaho's overall average in 2021.f

Figure 90: 4-Year Graduation Rate per School Type

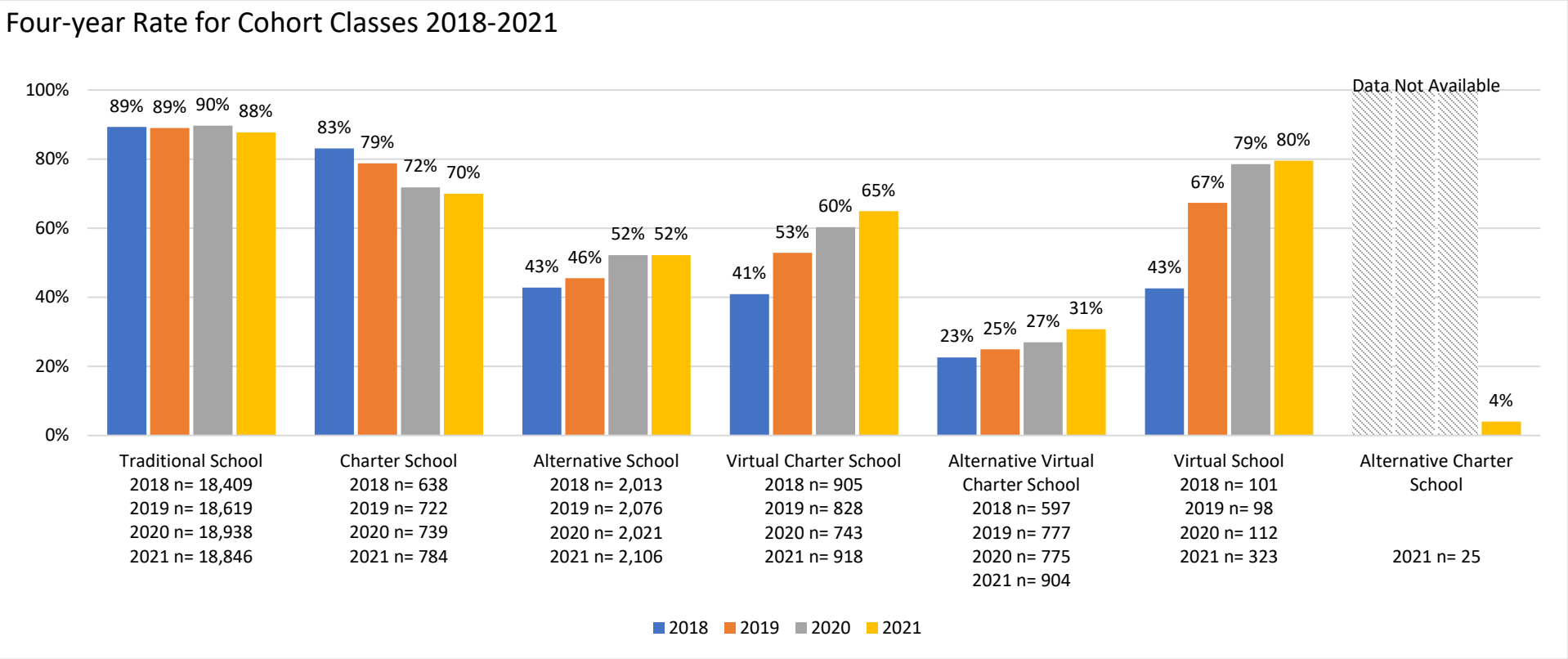


Figure 91: 4-Year Graduation Rates per Cohort by Race/Ethnicity

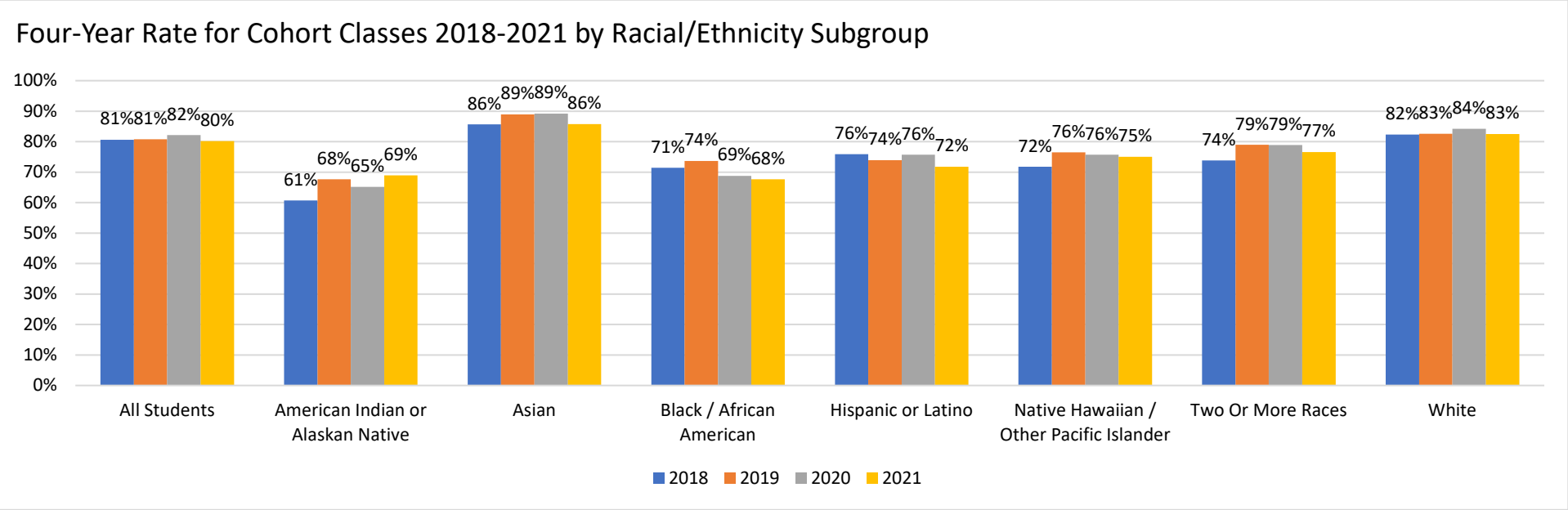


Figure 92: 4-Year Graduation Rates per Cohort by Student Groups-1

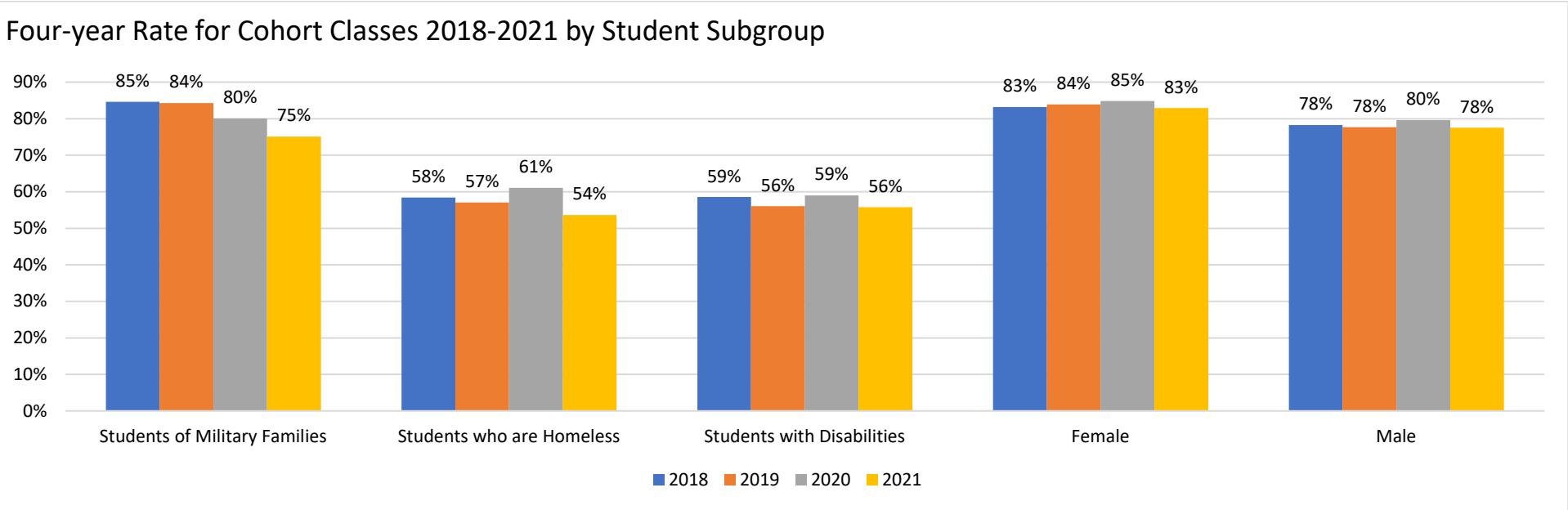
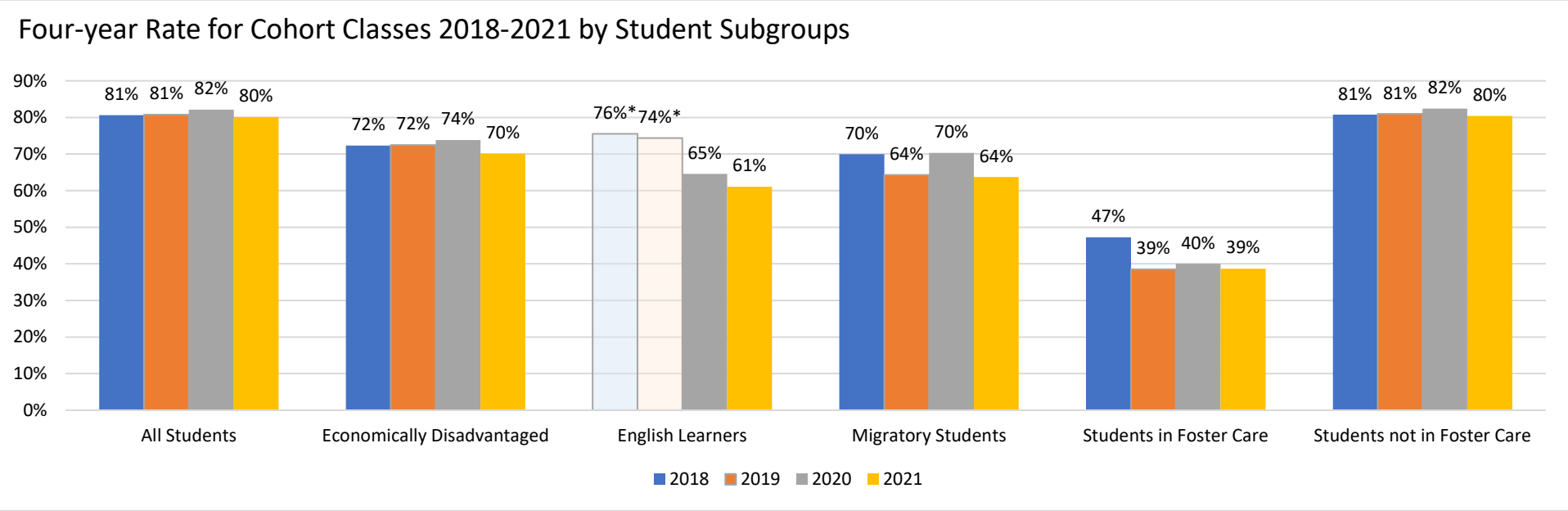


Figure 93: 4-Year Graduation Rates per Cohort by Student Groups-2



**The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.*

5-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 94, the pattern for 5-year graduation rates is the same as for the 4-year rates:

- Rates were highest in traditional schools and have held steady at 91% since the 2018 cohort.
- Charter schools saw a gradual decline in the 5-year graduation rate from 86% for the 2018 cohort to 74% for the 2020 cohort.
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools all saw steady rises in graduation rates.
- Virtual schools' 5-year graduation rate exceeded charter schools' rate for the 2020 cohort.

Figure 94: 5-Year Graduation Rate per School Type

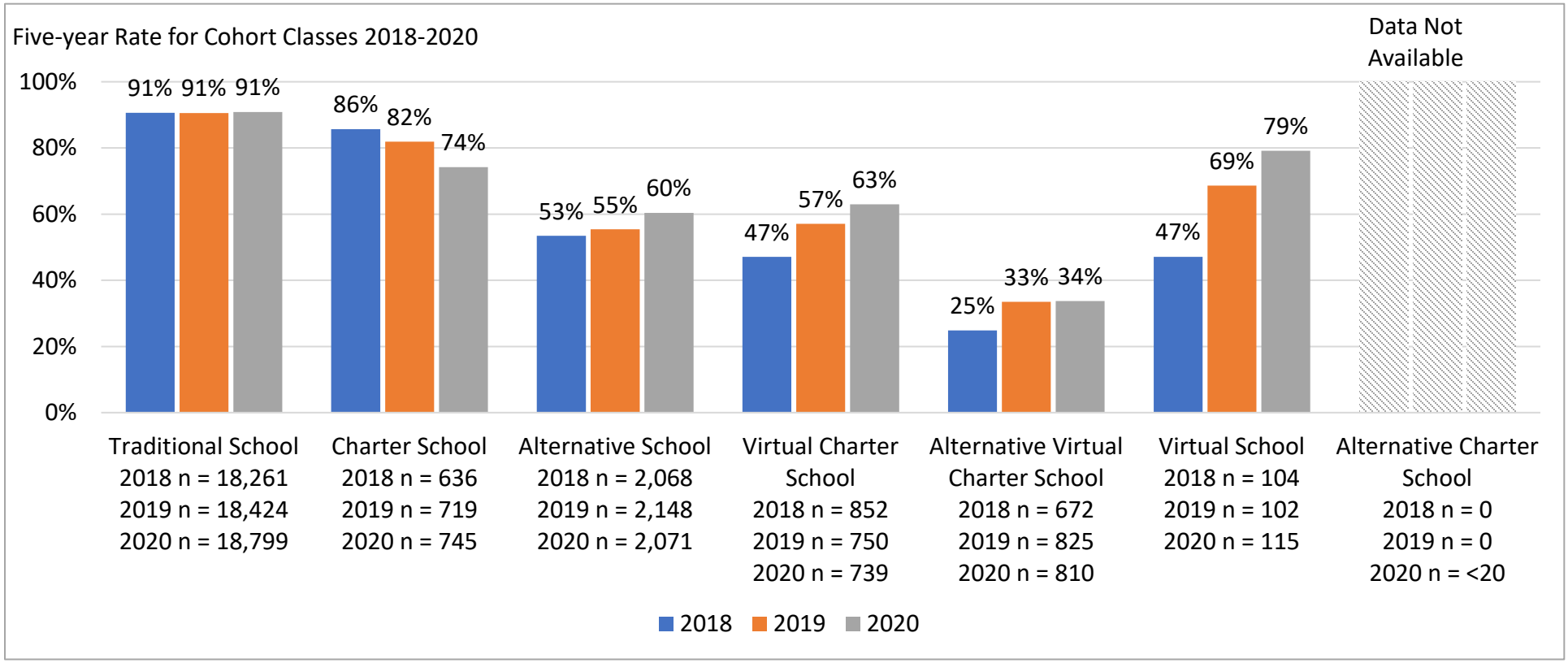


Figure 95: 5-Year Graduation Rates per Cohort by Race/Ethnicity

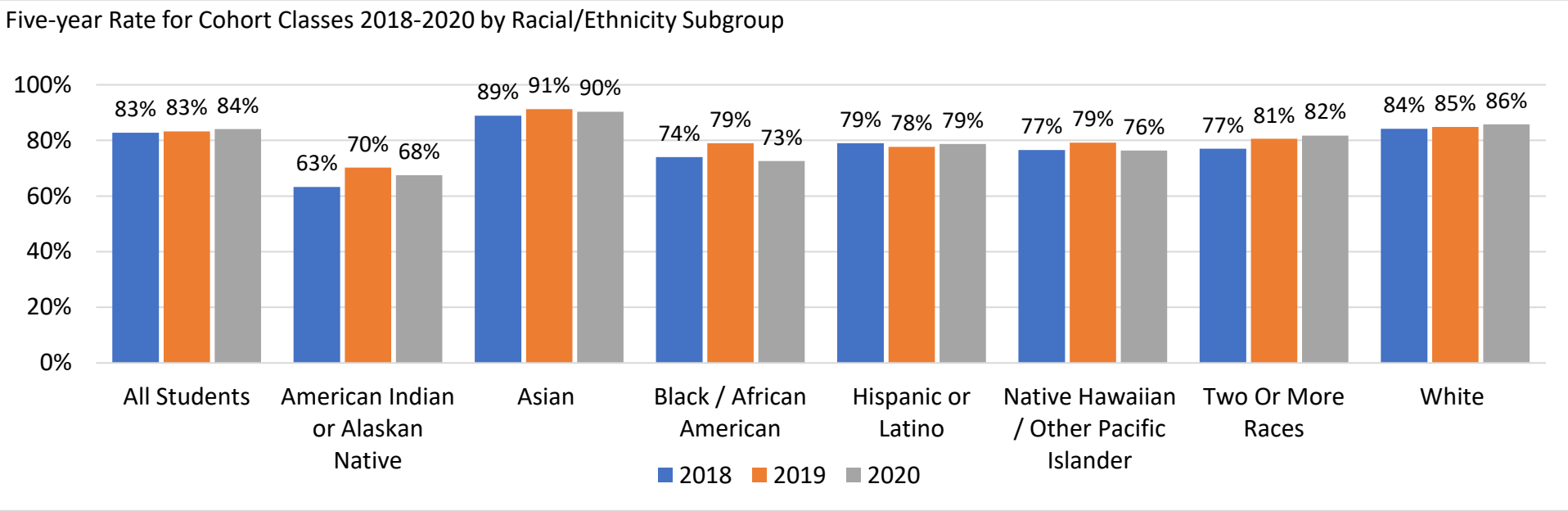


Figure 96: 5-Year Graduation Rates per Cohort by Student Groups-1

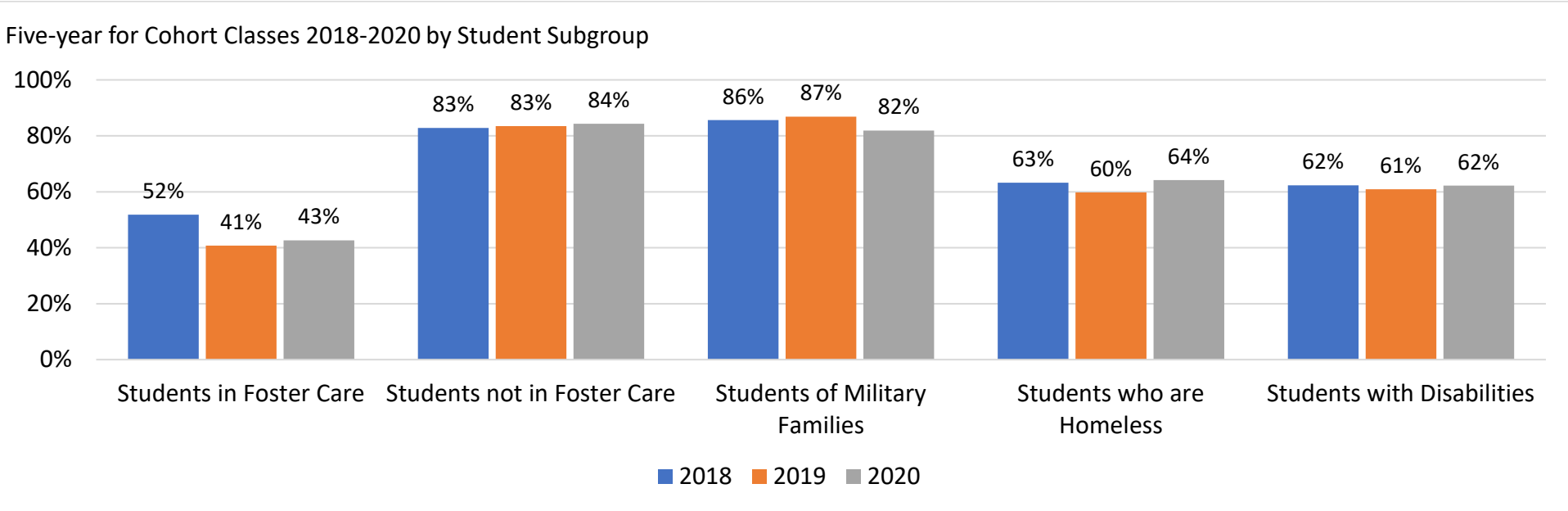
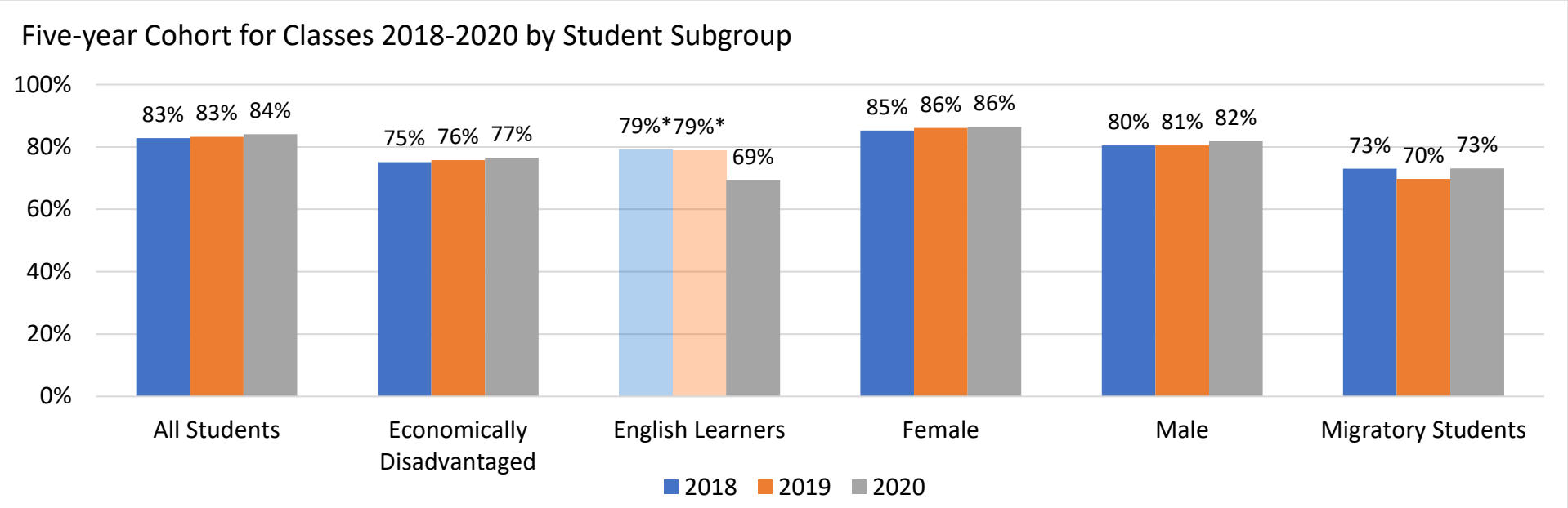


Figure 97: 5-Year Graduation Rates per Cohort by Student Groups-2



**The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.*

GO-ON RATES

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings.

Idaho's go-on Rates reflect the percentage of high school graduates who pursue post-secondary education within either one or two years of graduation. Go-on status is counted based on the student's graduation year (not graduation cohort, which drive graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2017-18 is the proportion of all students graduating in spring or summer 2018 (at the end of the 2017-18 academic year) who pursued higher education within one year of graduating. The 2-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within two years of graduating.

1-Year Go-On Rates

As seen in Figure 98:

- Go-on rates declined noticeably in 2019-20 both across all students and in most race and ethnic groups.
- Exceptions were two groups with relatively lower overall rates in prior years – Native Americans and Blacks.

Figure 98: 1-Year Go-On Rates by Race and Ethnicity

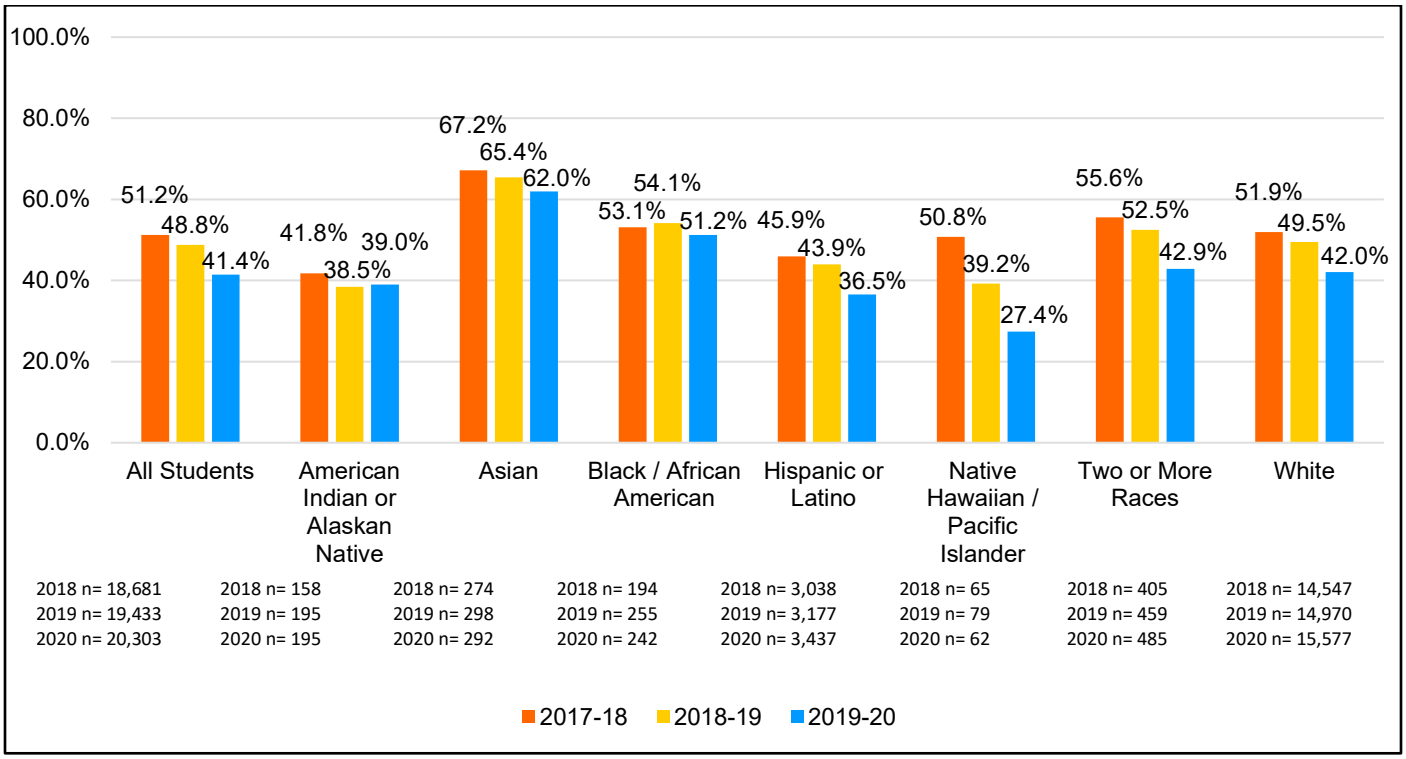
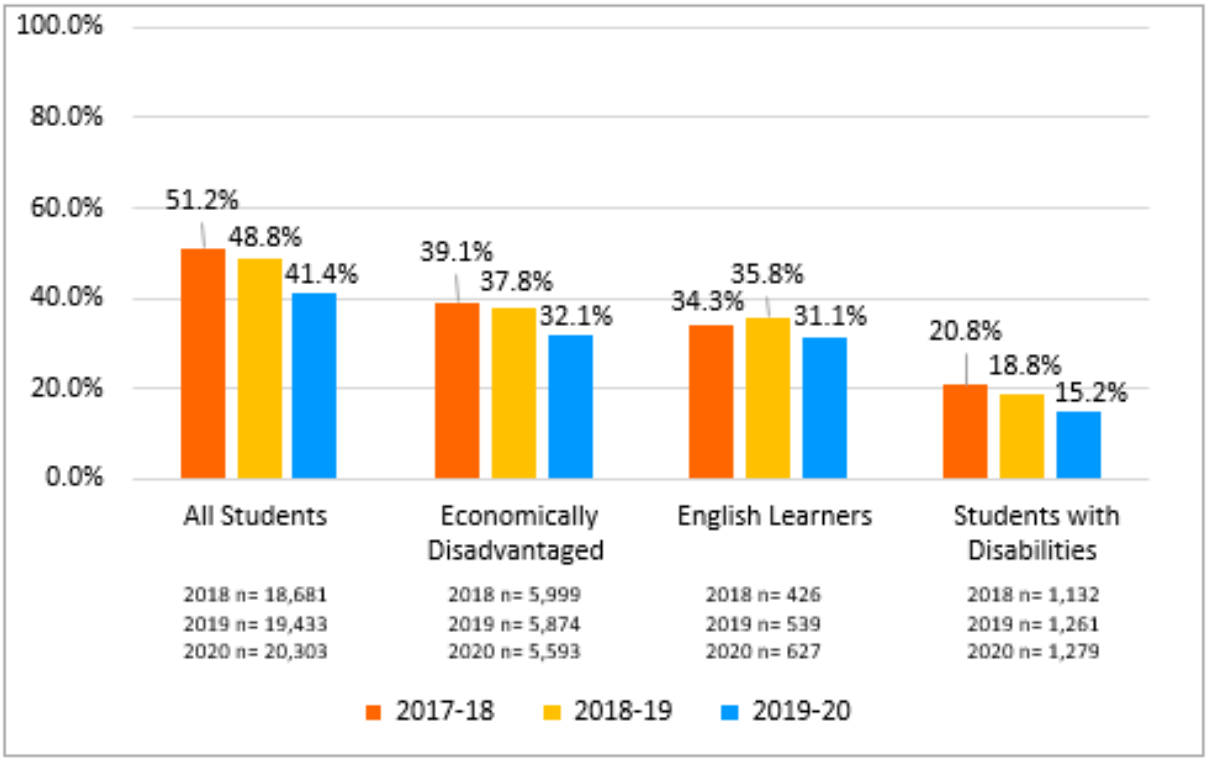


Figure 99 shows a similar pattern for student subgroups:

- Go-on rates declined in 2019-20, and most noticeably among economically disadvantaged students.
- Other groups with relatively lower rates in prior years showed less decline in school year 2020.

Figure 99: 1-Year Go-On Rates by Student Subgroups



2-Year Go-On Rates

Figure 100 and Figure 101 shows a similar pattern for 2-year go-on rates as for the 1-year rates seen above, though the decline in the final year is weaker.

Figure 100: 2-Year Go-On Rates by Race / Ethnicity

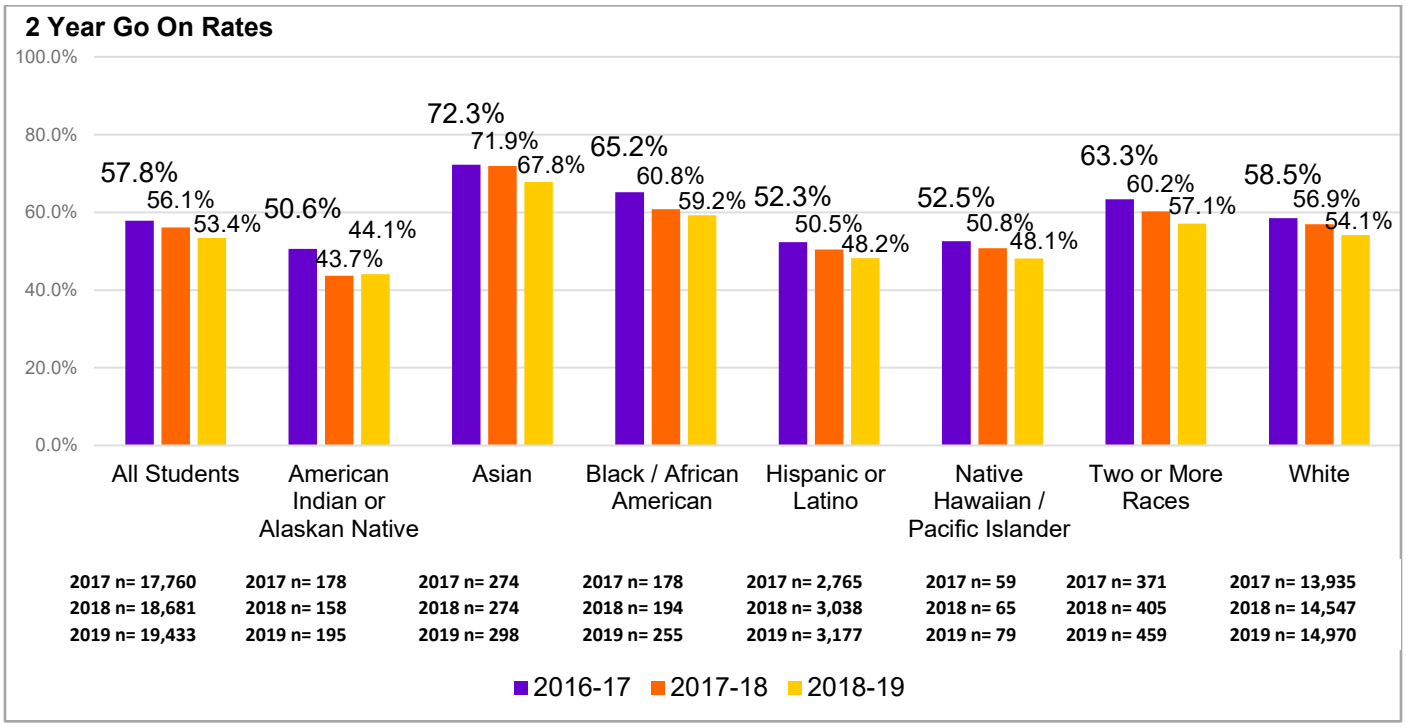
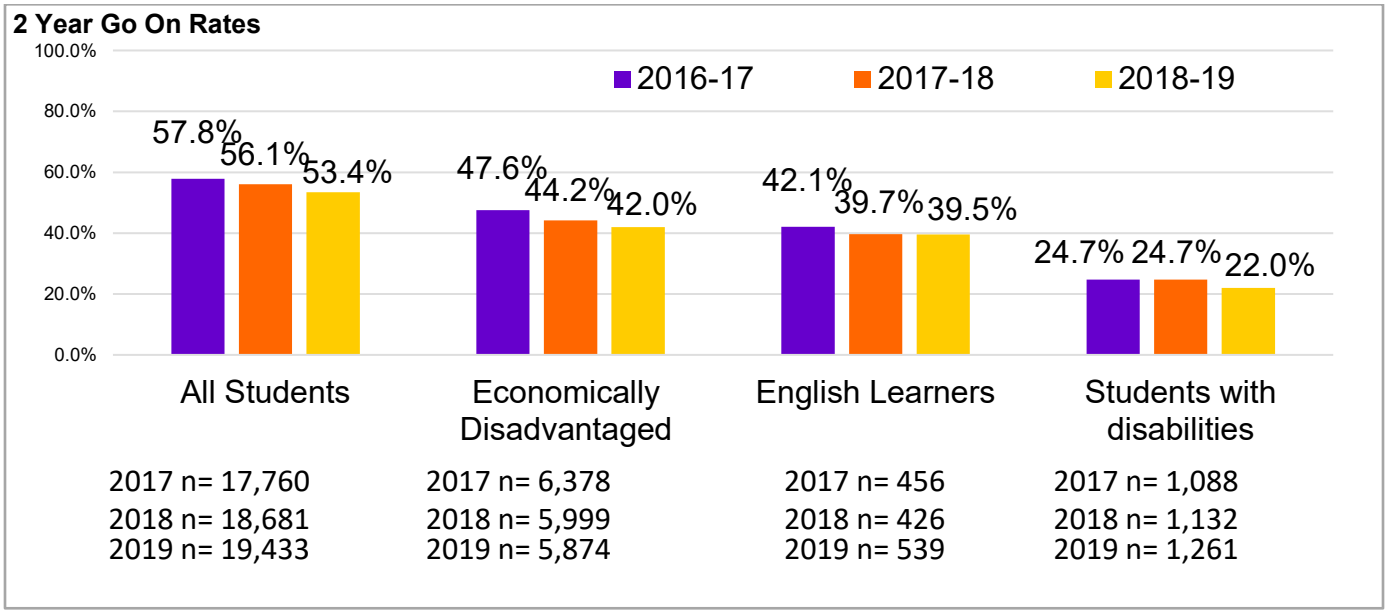


Figure 101: 2-Year Go-On Rate by Student Groups



ATTENDANCE AND ENGAGEMENT

Both attendance and student engagement in school have well-documented, strong relationships to school success.

Attendance

We report on two indices of student absenteeism.

Chronic Absenteeism Flag. Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE. The presence of the Chronic Absenteeism flag on a student's record indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12, upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days attendance measure reported here.

Proportion Attendance Category. A second, more precise index, also reviewed here, is the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster and in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year
- Numerator = total number of instructional days of positive reported attendance, at the enrolled school, for the entire school year

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we further narrowed that index to four categories:

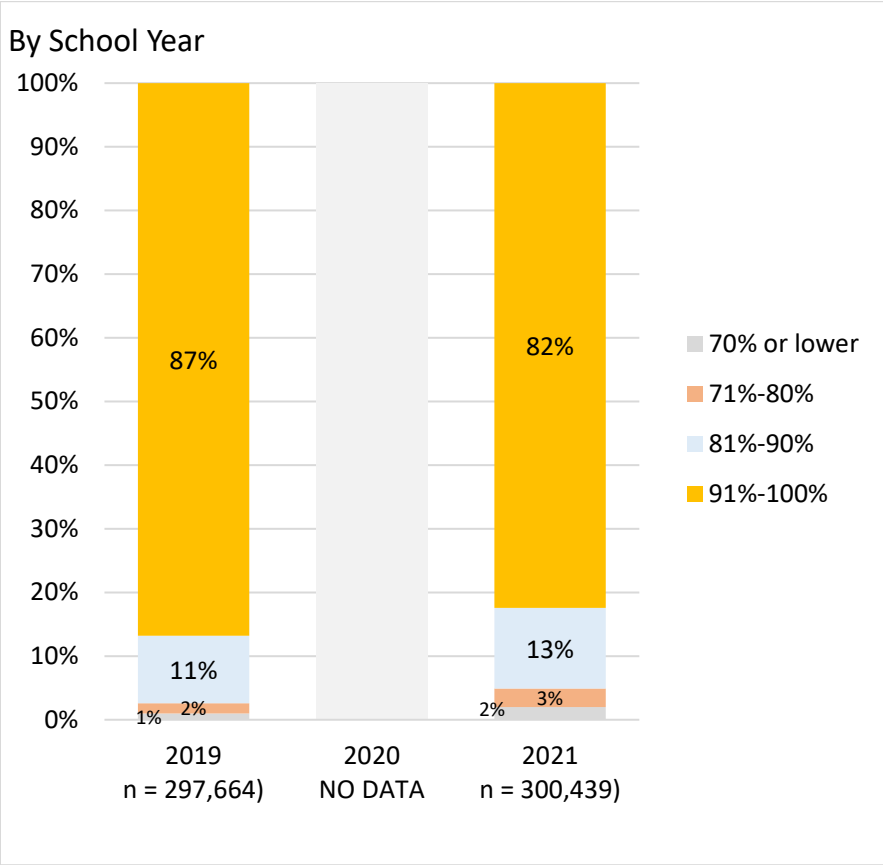
- Adequate Attendance, or attendance on 91%-100% of the days in the entire school year
- Chronic Absence, divided into three, successively more severe categories
    - 81%-90% of days in attendance
    - 71%-80% of days in attendance
    - 70% or fewer of days in attendance

In both 2019 and 2021, 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school because we lacked the data required to combine multiple values. We report findings for both of these metrics, Chronic Absenteeism and Proportion Attendance Category. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 102, the proportion attending adequately dropped by 5 percentage points from 2019 to 2021. This section will show that the attendance gap between student groups grew from 2019 and 2021.

Figure 102: Student Attendance – All Students, All Grades



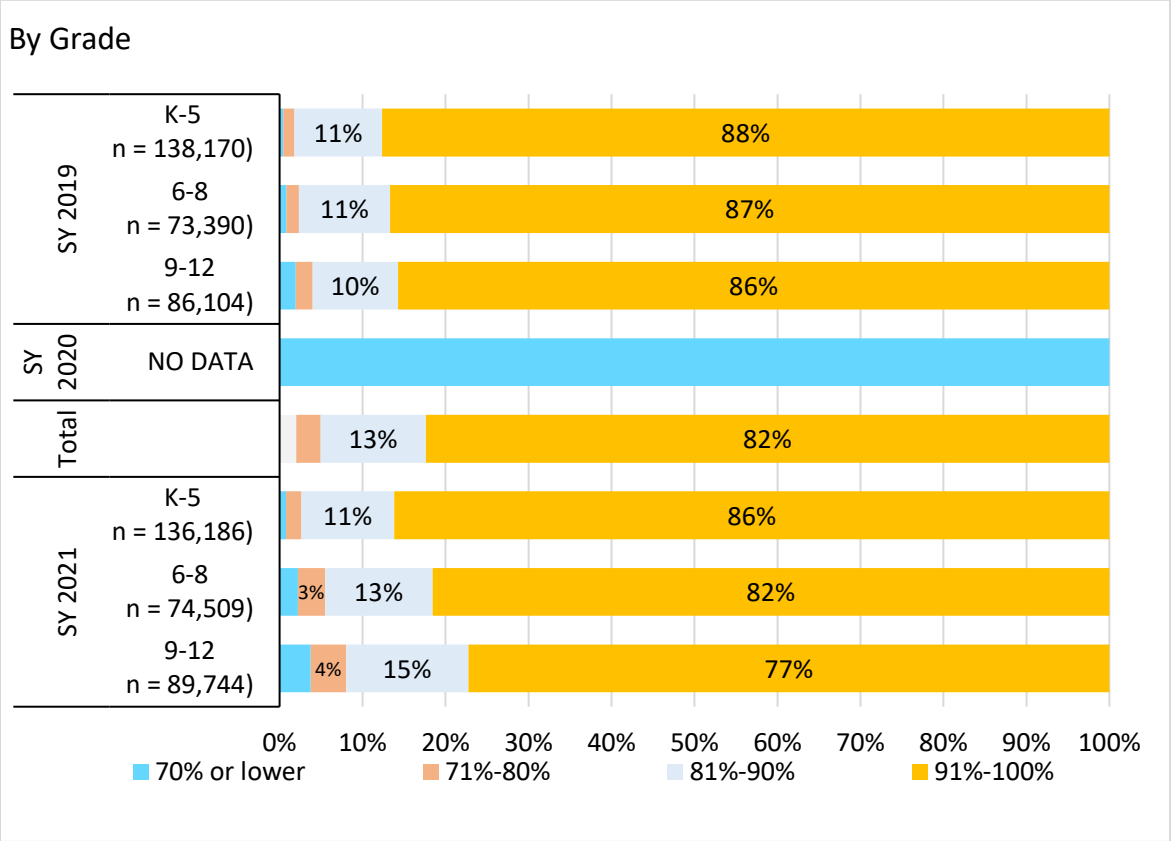
This section will show that the attendance gap between many student groups grew from 2019 and 2021.

Proportion Attendance per Grade and Subgroup in 2019 and 2021

Figure 103 shows the impact of the COVID years on school behavior.

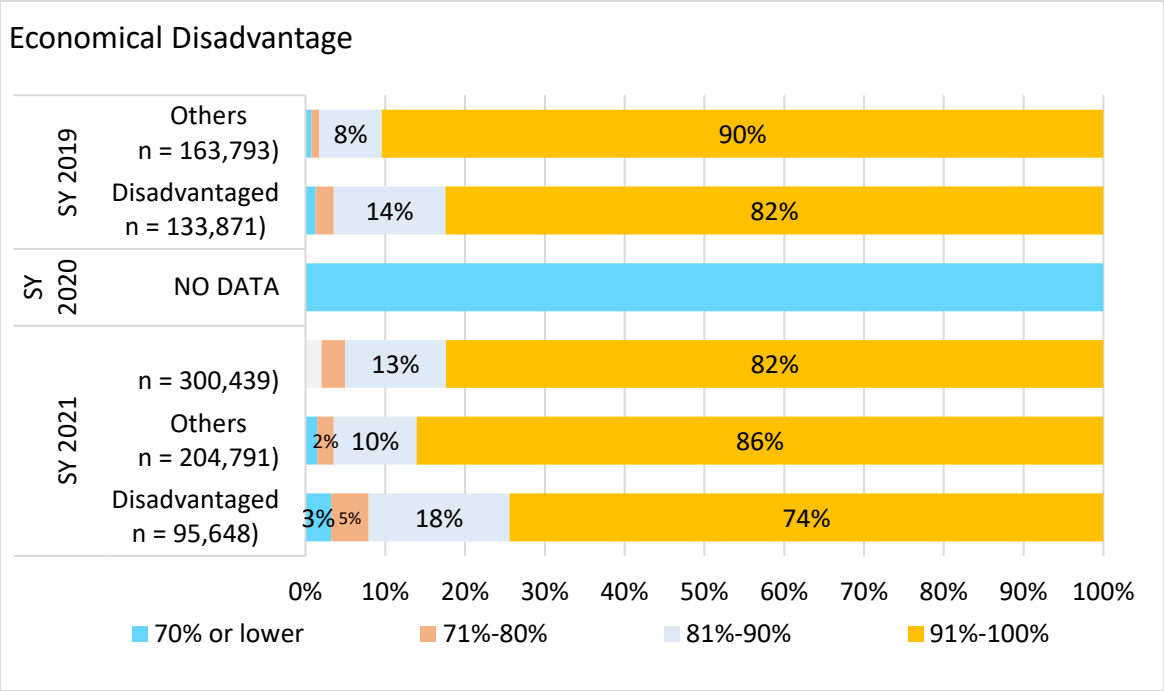
- Though elementary students attended at higher rates than older students both years, all students' attendance was considerably higher in 2019 than in 2021.
- The adequate-attendance drop was progressively greater with each older student group from 2 percentage points for elementary students to 9 points for high schoolers.
- The decreasing attendance with age resulted in a growing attendance gap between the grade groups. In 2019, elementary students' adequate attendance was just 2 points higher than high-school students, but that gap grew to 9 points in 2021.

Figure 103: Student Attendance and Grade



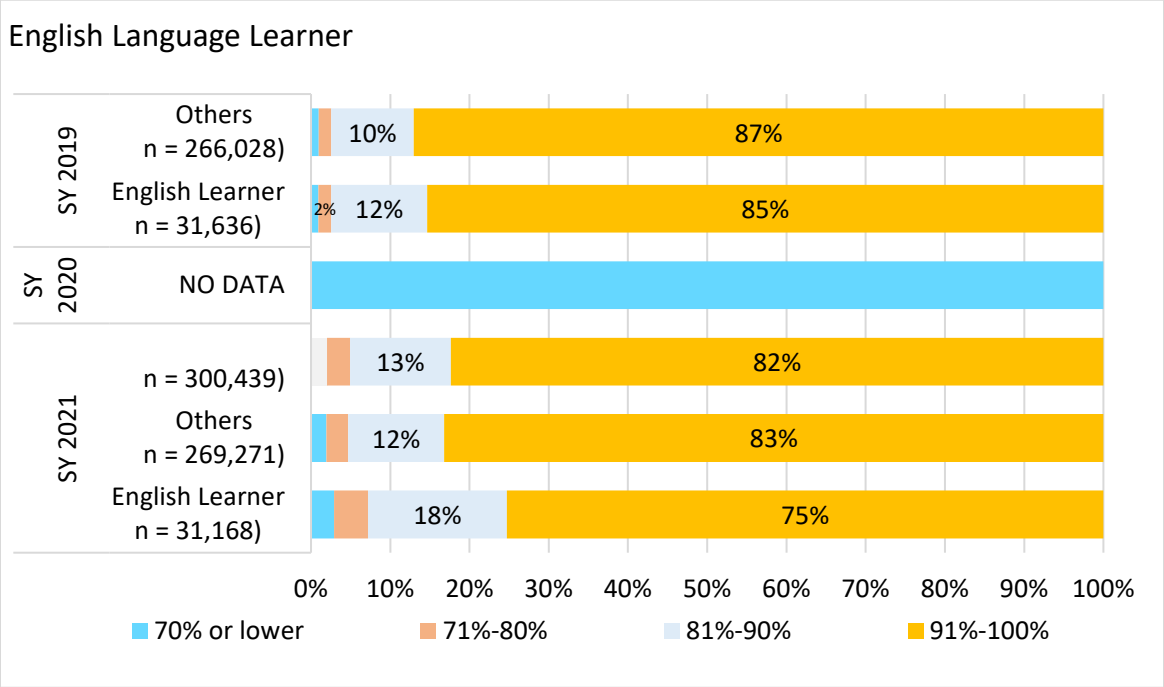
As seen in Figure 104, the adequate-attendance gap between economically disadvantaged students and others who were not economically disadvantaged grew from 8 percentage points in 2019 to 12 points in 2021.

Figure 104: Student Attendance and Economic Disadvantage



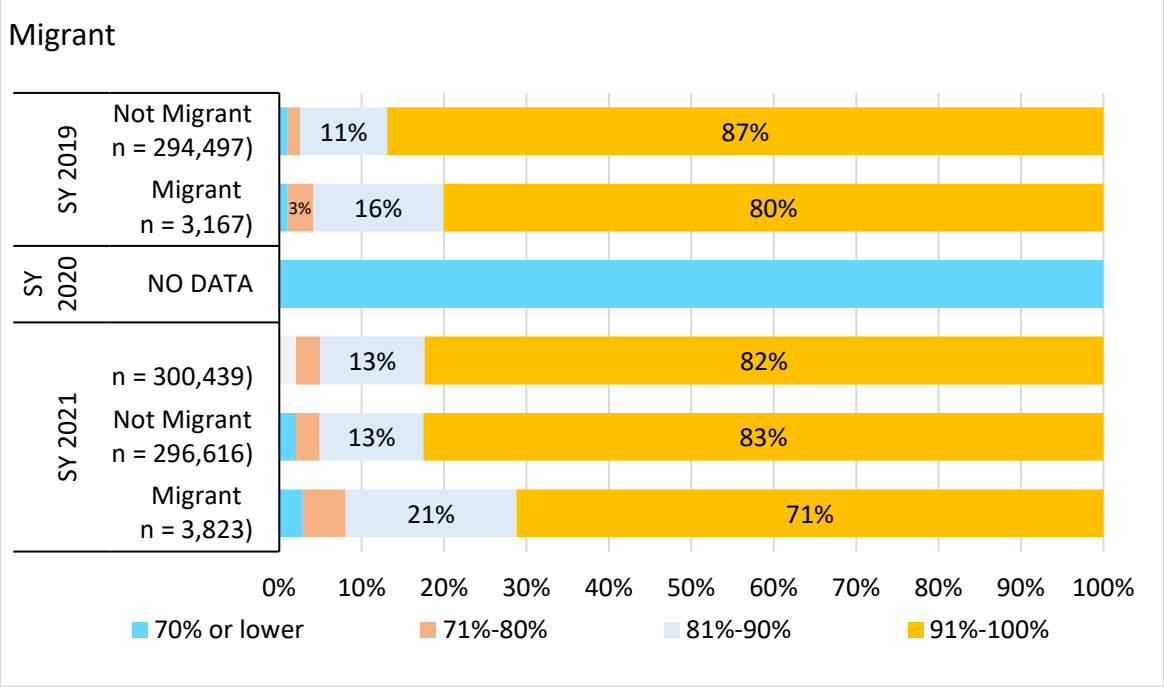
As seen in Figure 105, the adequate-attendance gap between English Learners and others who were not English Learners grew from 2 percentage points in 2019 to 8 points in 2021.

Figure 105: Student Attendance and English Language Learning



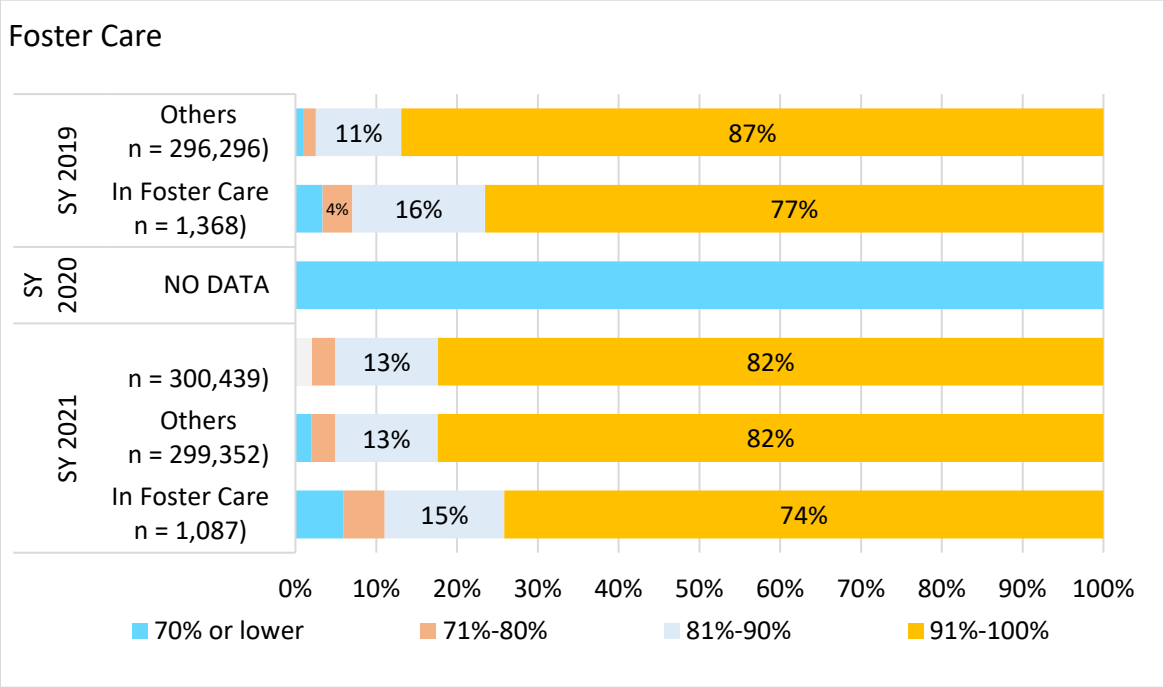
As seen in Figure 106, the adequate-attendance gap between students who were migrant and others who were not migrant grew from 7 percentage points in 2019 to 12 points in 2021.

Figure 106: Student Attendance and Migration



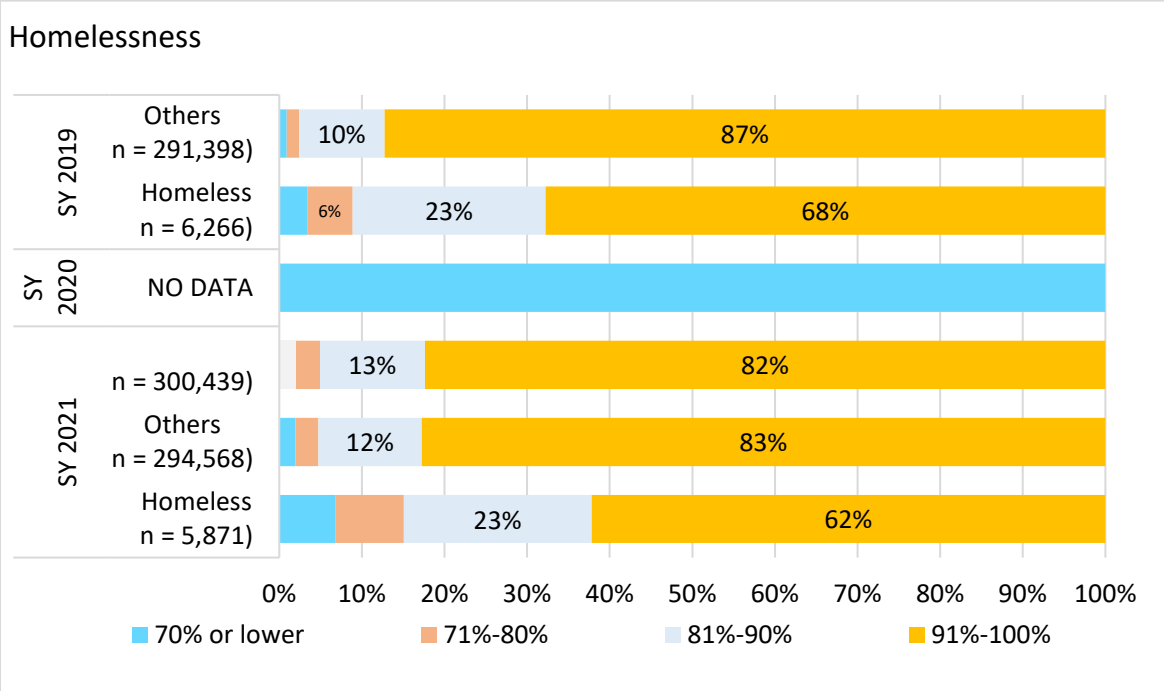
As seen in Figure 107, the adequate-attendance gap between students in foster care and others who were not in foster care edged up from 10 percentage points in 2019 to 12 points in 2021.

Figure 107: Student Attendance and Foster Care



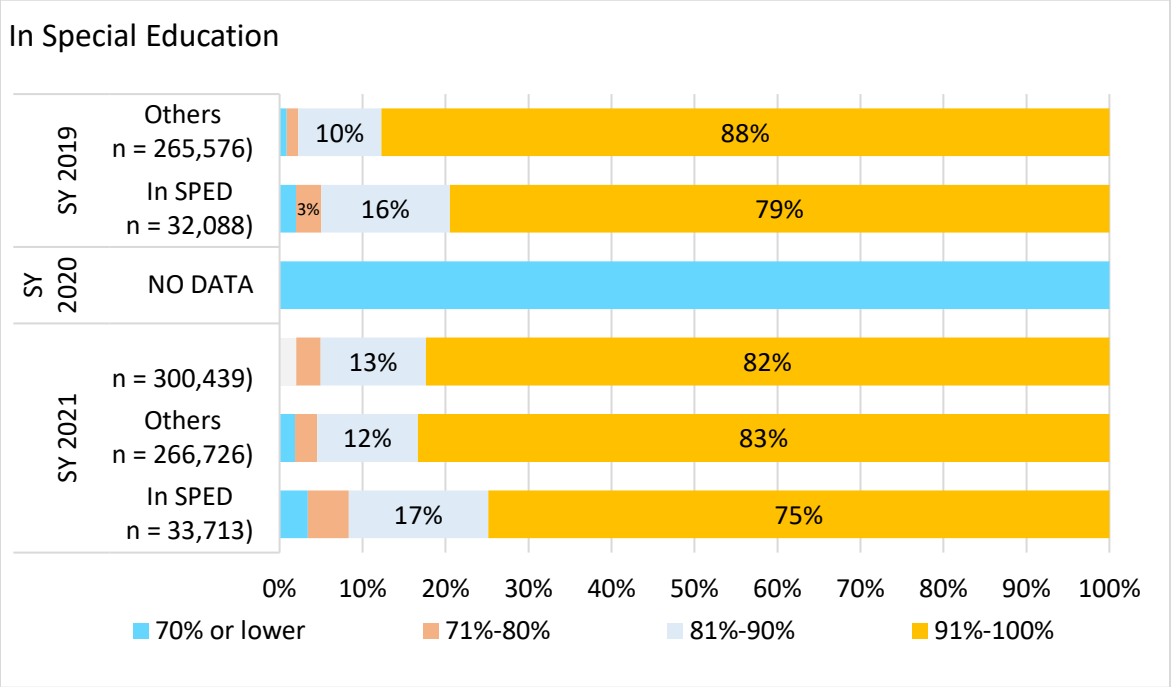
As seen in Figure 108, the adequate-attendance gap between students who were homeless and others who were not homeless edged up from 19 percentage points in 2019 to 21 points in 2021.

Figure 108: Student Attendance and Homelessness



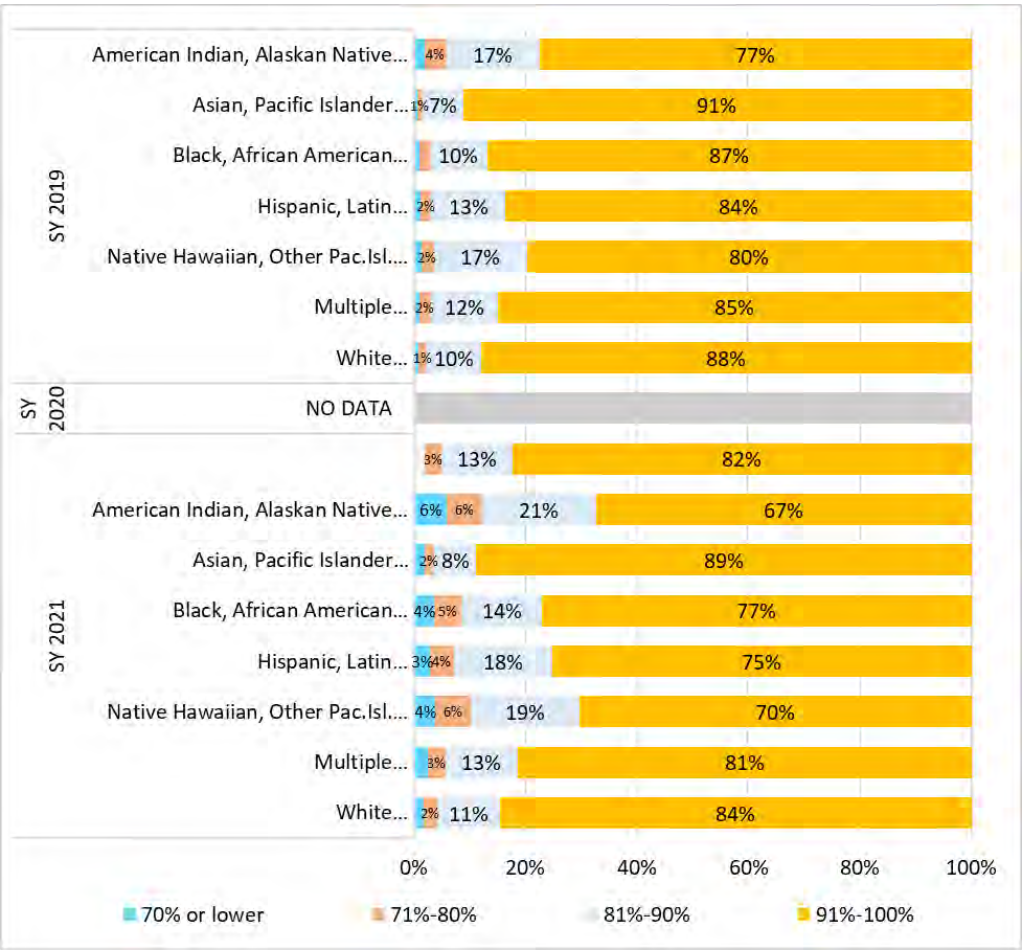
As seen in Figure 109, the adequate-attendance gap between students in special education and others who were not in special education declined slightly from 9 percentage points in 2019 to 8 points in 2021.

Figure 109: Student Attendance and Special Education



As seen in Figure 110, Asians and White students had the highest rates (89% and 84% full or "adequate" attendance in 2021), though proportions for both had declined since 2019. The gap in adequate attendance between White and Asian students versus other race/ethnicity groups increased by 1-8 percentage points from 2019 to 2021.

Figure 110: Student Attendance by Race and Ethnicity



As seen in Figure 111, there was no difference in adequate-attendance rate by gender in either 2019 or 2021.

Figure 111: Student Attendance by Gender

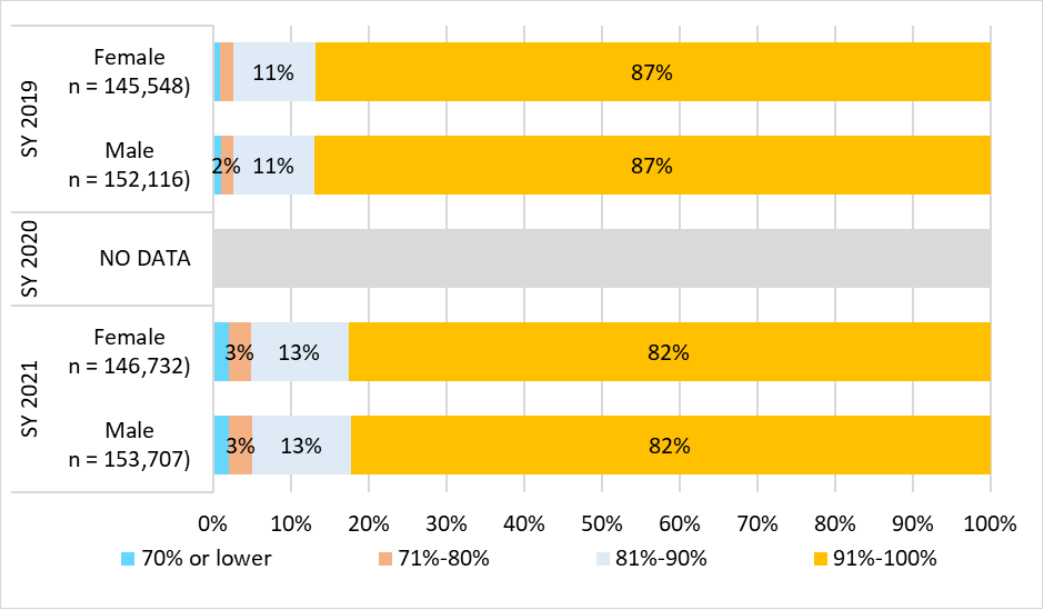


Figure 112 shows that in 2019, rural students had a 1-percentage-point lower adequate-attendance rate than students in non-rural schools. By contrast, that adequate-attendance gap reversed in 2021 when rural students' rate eclipsed non-rural students' rate by 3 percentage points, mostly because of the much larger drop among non-rural schools.

Figure 112: Student Attendance and Population Density (Rural v. Non-rural)

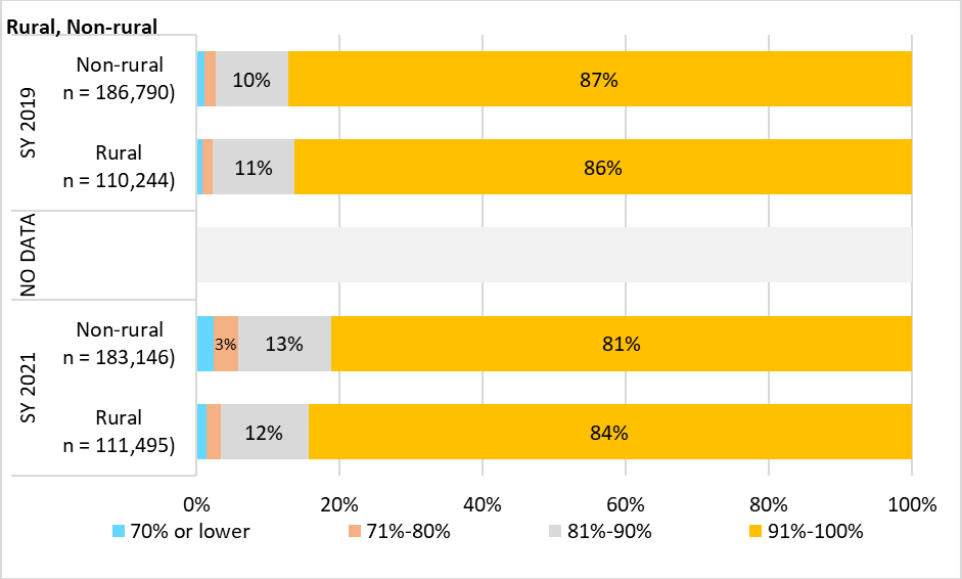
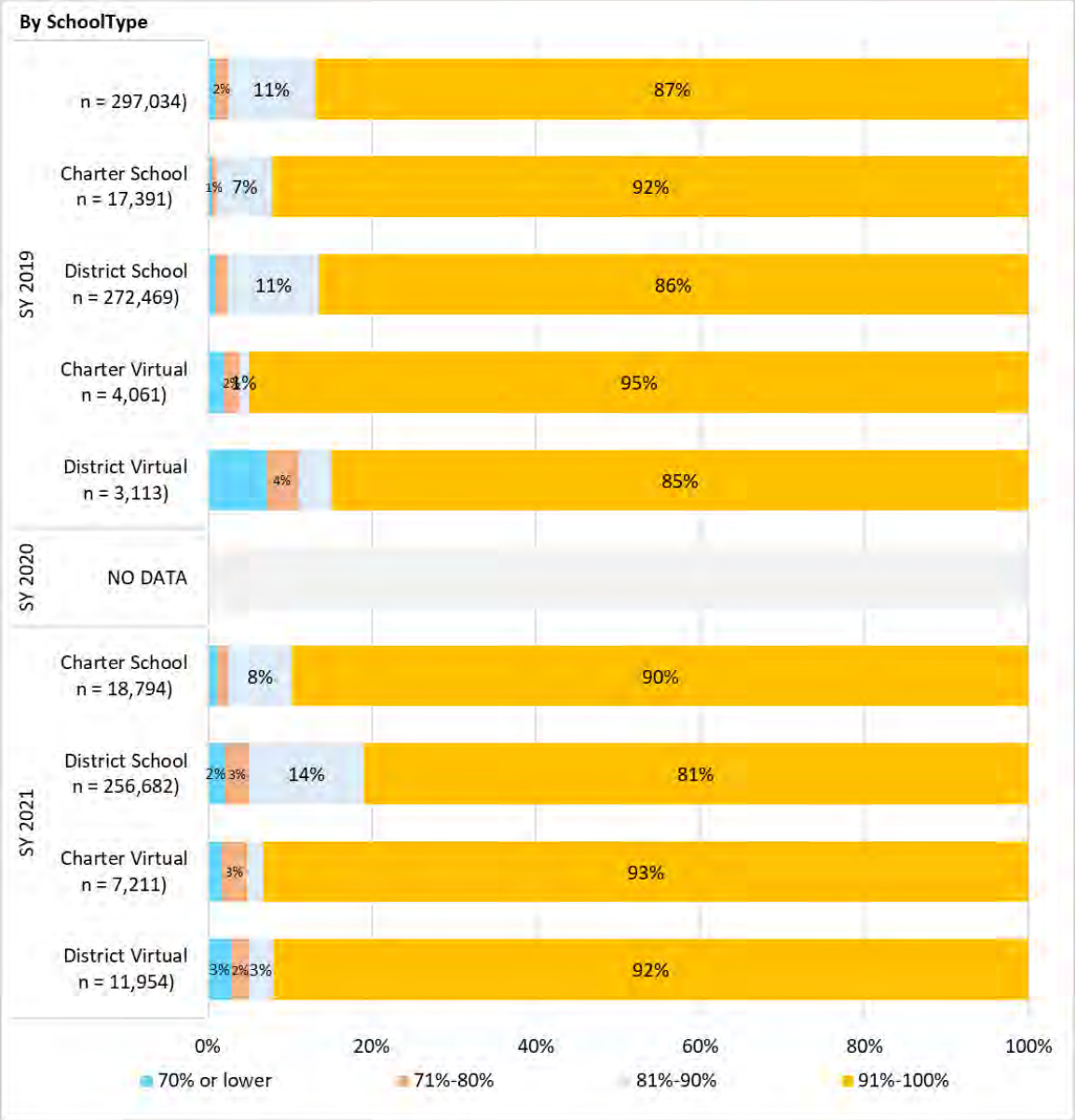


Figure 113 shows a dynamic change in the adequate-attendance gap between charter and district schools from 2019 to 2021. In 2019, charter schools' adequate-attendance proportion was higher than in district-run schools. The in-person charter schools' adequate-attendance advantage over in-person district schools increased from 2019 to 2021 by 3 percentage points, but among virtual schools, the charter-vs.-district-run gap decreased from 10 to just 1 percentage point.

Figure 113: Student Attendance and School Type

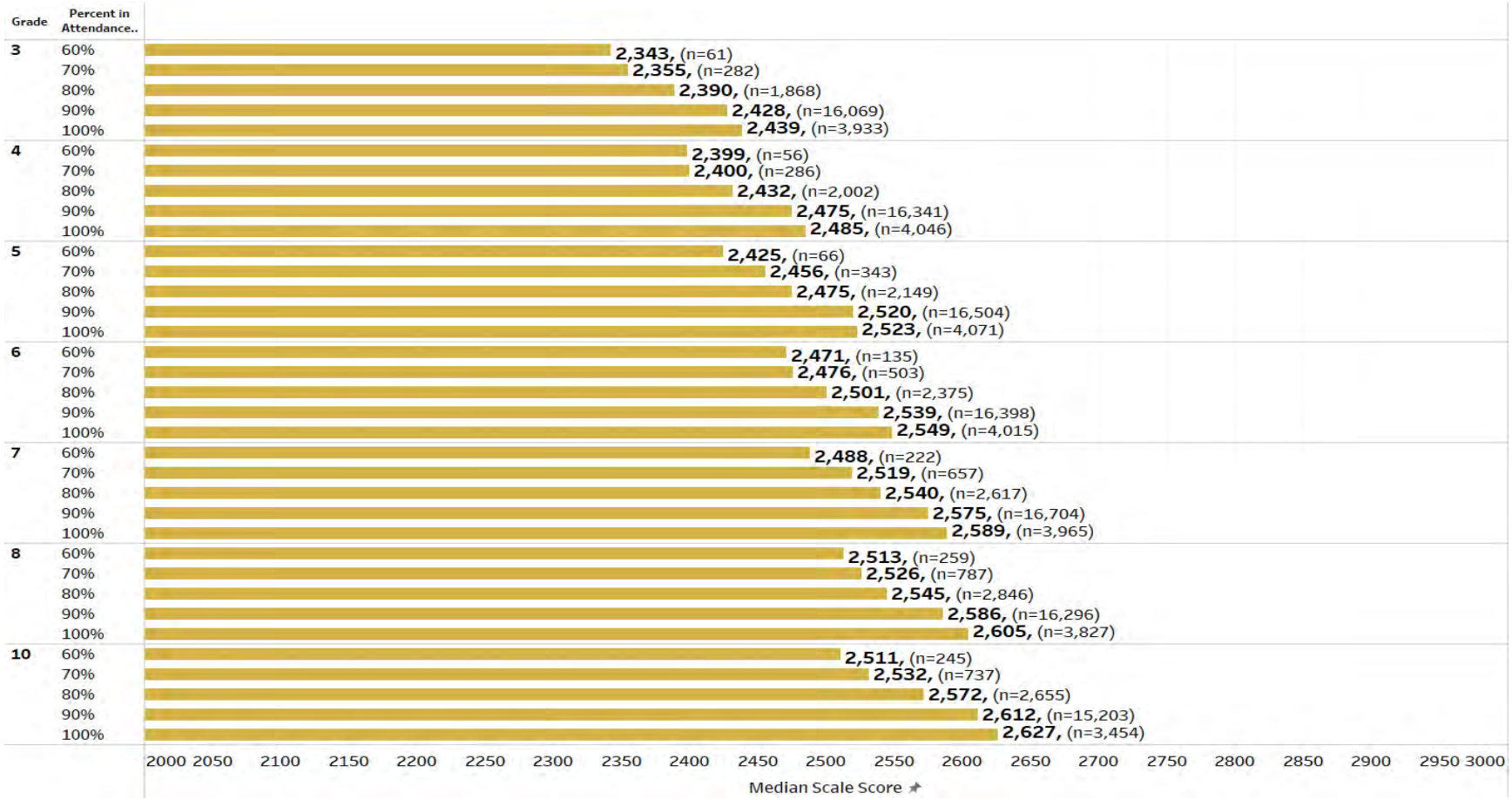


ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were strongly, positively correlated with attendance.

- ISAT ELA scores increased steadily by attendance level, from 70% attendance upward.
- By comparison, the performance differences between those in the bottom two attendance groups (60% and 70%) and between those in the top two groups (90% and 100%) were smaller or negligible compared to their differences from the middle (71%-80%) group. This may be a reason to consider lowering the "chronic absenteeism" cutoff of 90%, which is used by districts and is seen in the next graph.

Figure 114: 2021 ISAT ELA Median Scores by Grade and Attendance

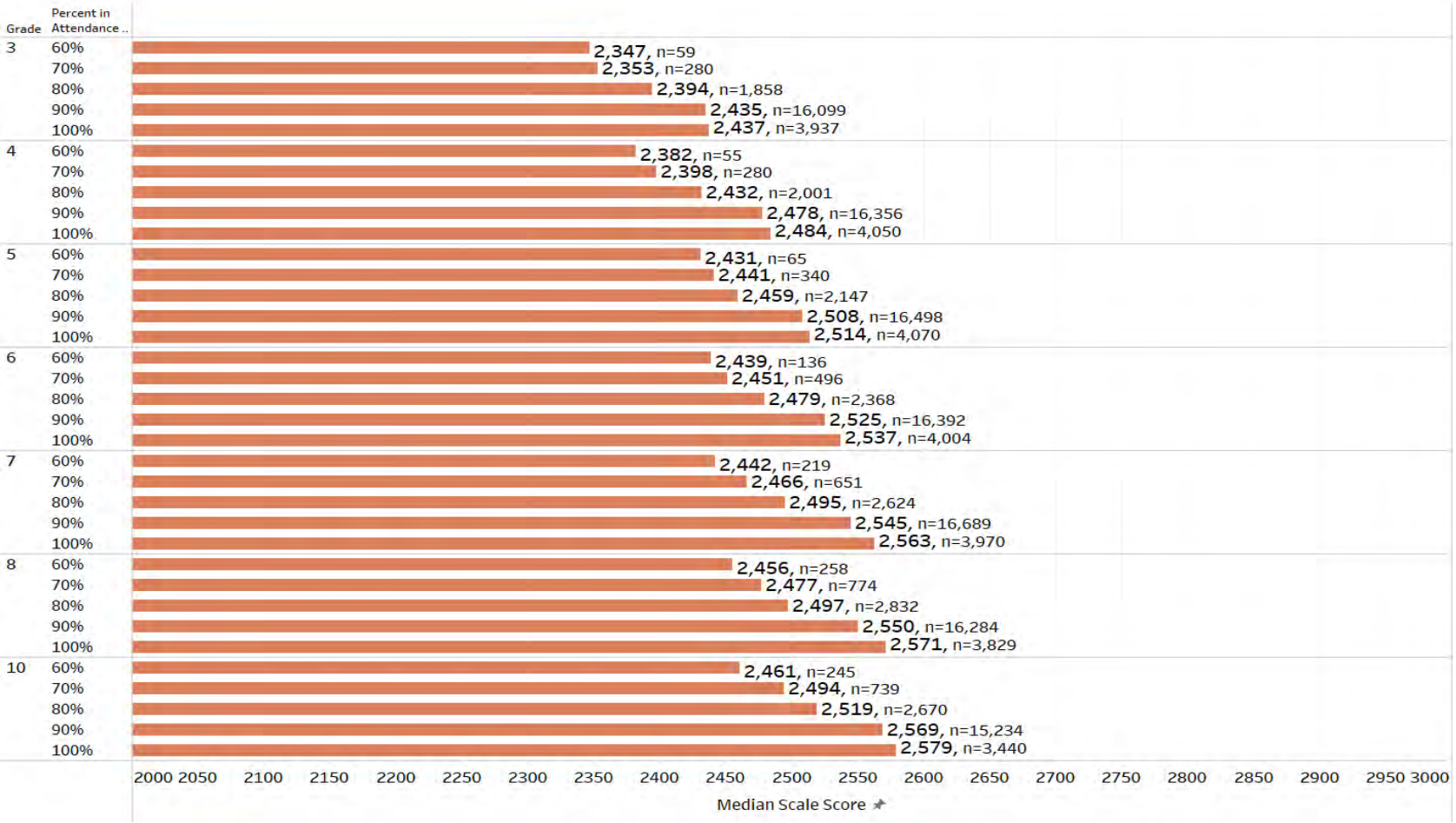


As seen in Figure 111, the pattern for ISAT Math scores resembled that for ELA scores.

ISAT Math scores were strongly, positively correlated with attendance.

- Median ISAT Math scale scores increased steadily by attendance level, from 70% attendance upward.
- The performance differences between the lowest two and the highest two were smaller than the jump to or from the middle (71%-80%) category.

Figure 115: 2021 ISAT Math Median Scores by Grade and Attendance

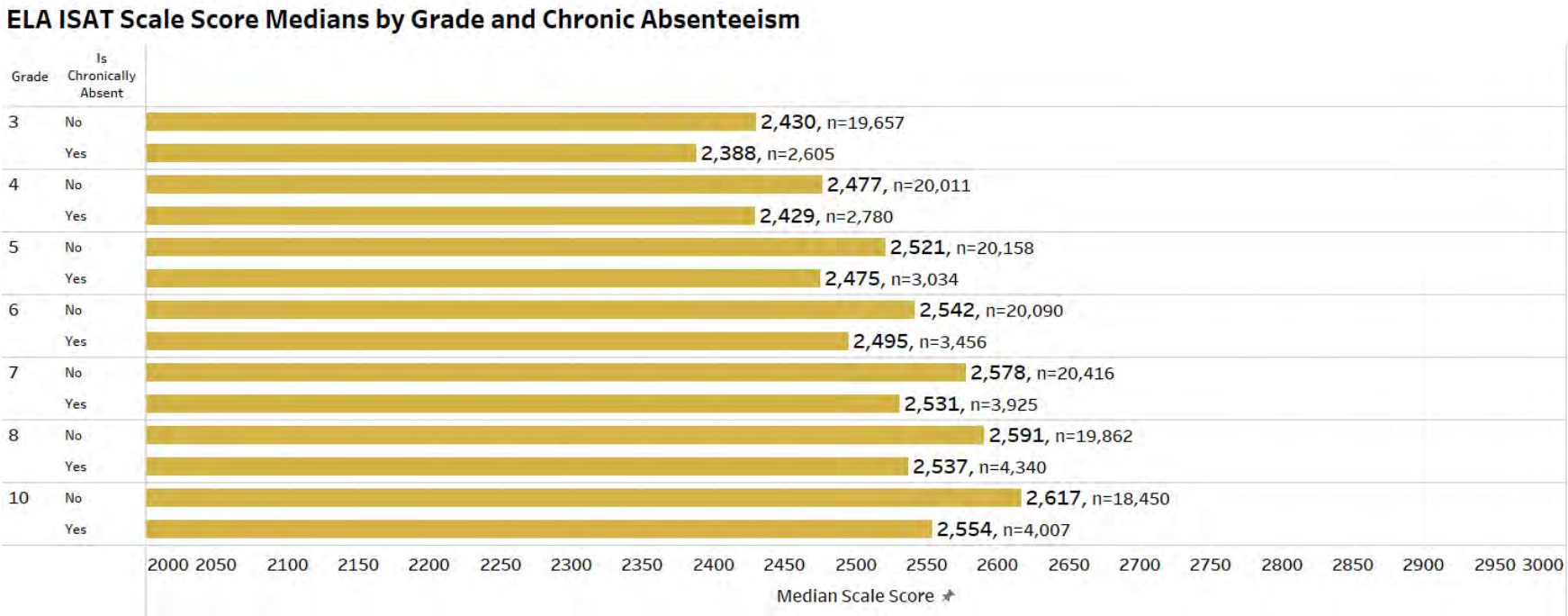


ISAT Median Scale Scores by Chronic Absenteeism Flag

Figure 116 shows that median ISAT ELA scores among Chronically Absent students ranged from 38 to 58 points, and grew larger in higher grades.

This pattern resembles that seen for the percentage-based attendance categories above: ISAT ELA scores were significantly higher among those not chronically absent than among those marked as chronically absent. The scale-score differences between absent and not absent are large, but they are smaller than the differences between the highest and lowest scores in the more finely-grained analyses of Proportion Attendance Categories presented in the prior two pages.

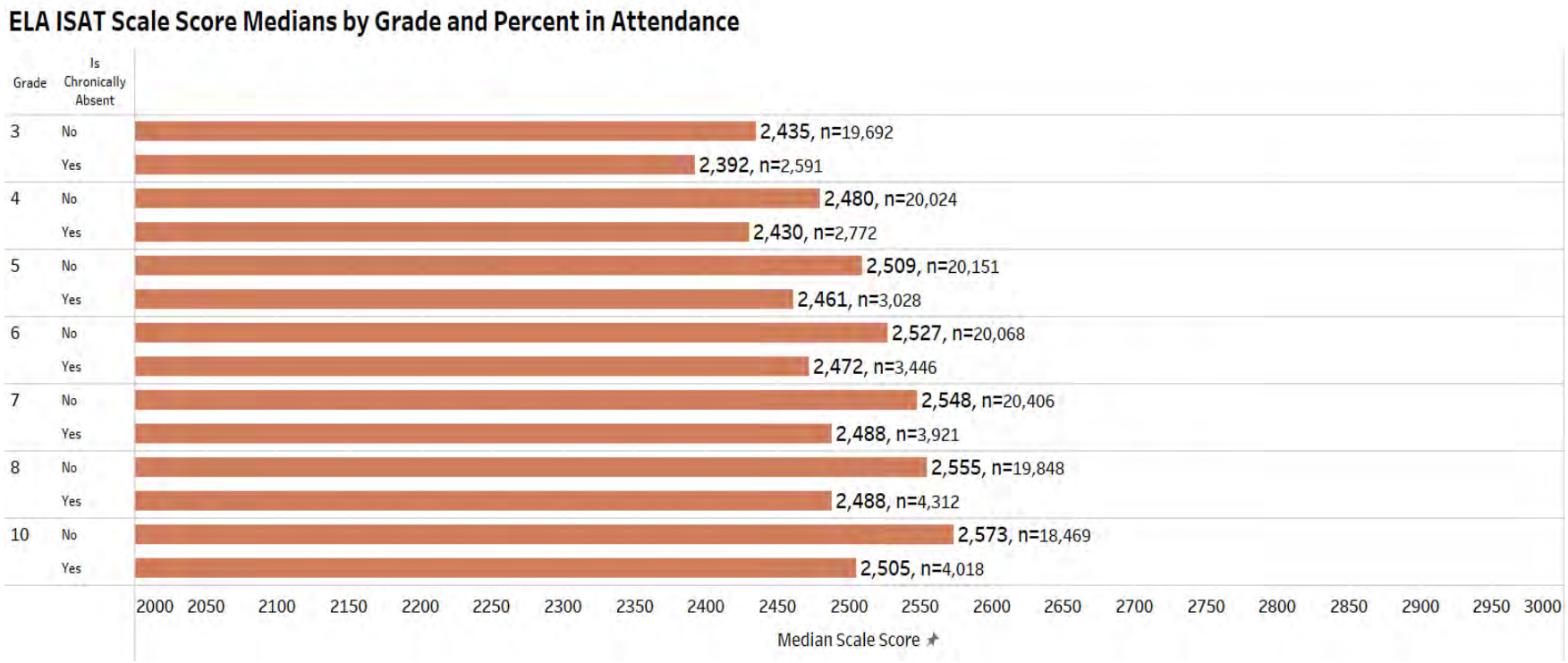
Figure 116: ISAT ELA 2021 Median Scores by Grade, Chronic Absenteeism



As seen in Figure 117:

- The pattern for ISAT Math scores resembled that for ELA scores.
- The median ISAT Math score among those flagged as chronically absent ranged from 42 to 70 points and grew larger in higher grades.

Figure 117: 2021 ISAT Math Median Scores by Grade, Chronic Absenteeism



9th-Grade Attendance Predicts 4-year Graduation Status

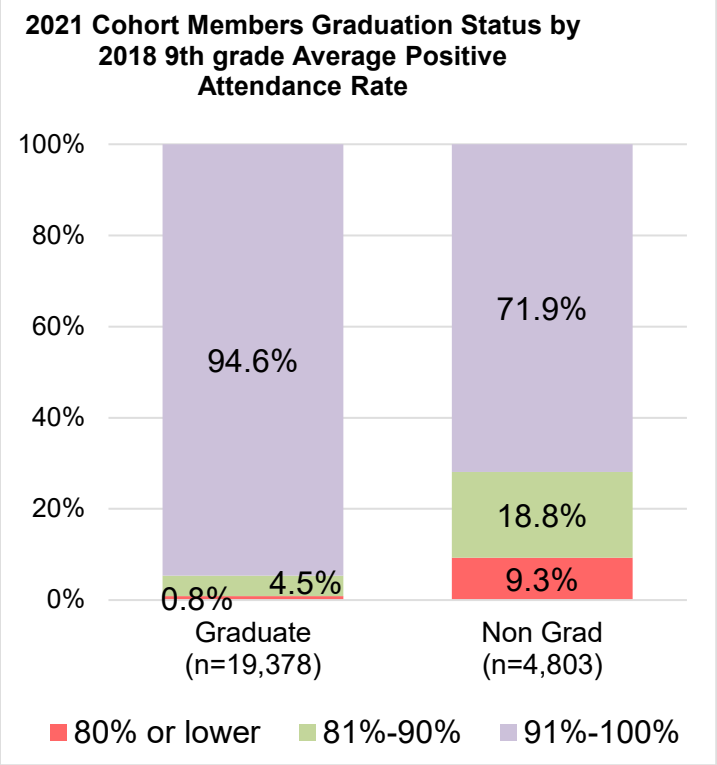
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

Method Defining Attendance of the 9th-grade Cohort Members. If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 118 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year (n=2,500). Similarly, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=2,644) are also excluded. The graph shows that

- 4-year graduates of the 2021 cohort were 50% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (94.6% of graduates had highest attendance level vs. 71.9% of non-graduates).
- Non-graduates were nine times more likely than graduates (9.3% v. 0.8%) to have low attendance (80% or less).

Figure 118: 4-year Graduation Status of 2021 Cohort by their 9th-Grade Attendance



Engagement of Students, Parents, Staff

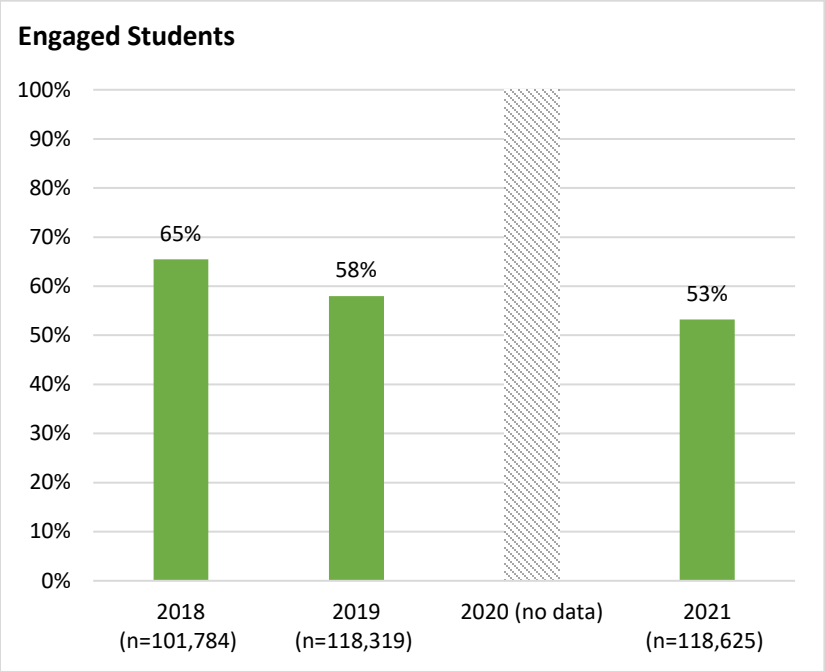
Student engagement is Idaho's measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

Student Engagement Overall

This graph shows the overall proportion of students identified as engaged, based on survey responses.

As seen in Figure 119, student engagement in grades 3 through 8 has declined since 2018 from 65% to 53%.

Figure 119: Percentage of Engaged Students in Grades 3-8



Engagement Levels

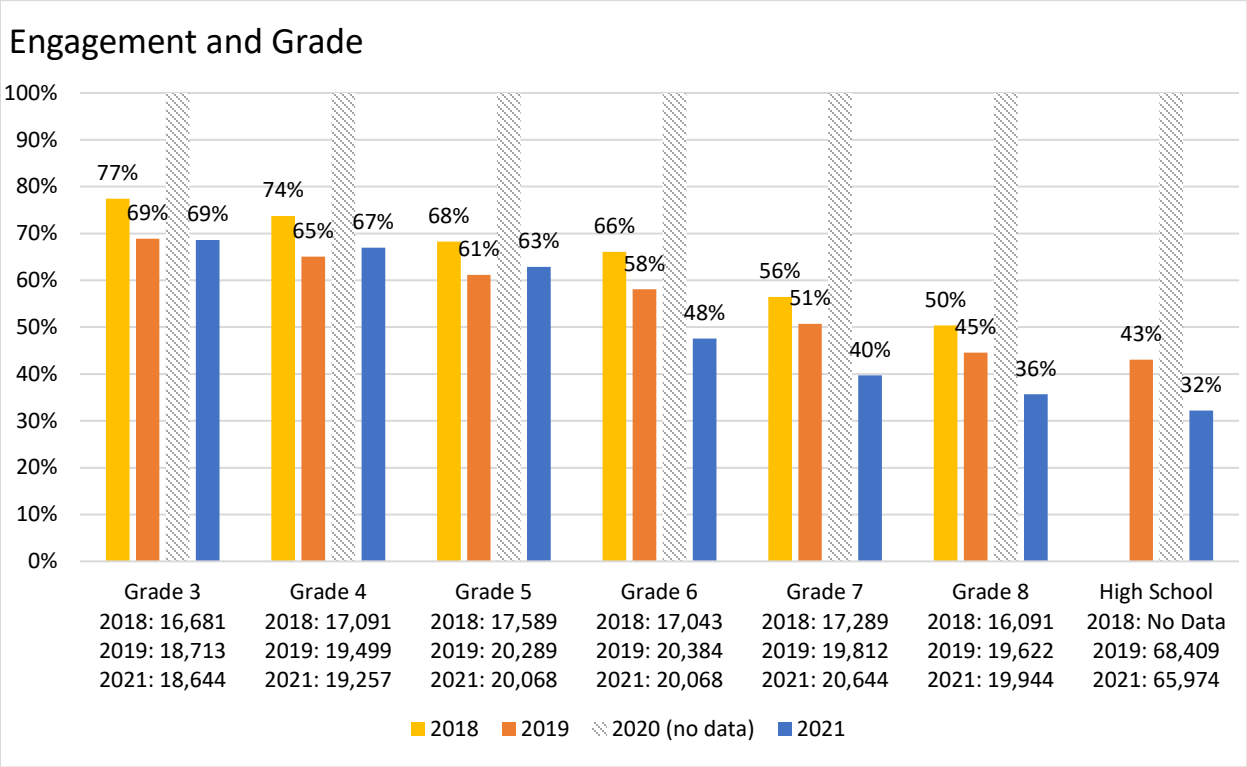
Student engagement is measured along three different domains – Cognitive, Emotional, and Behavioral. Respondents answer several questions pertaining to each domain. Responses categorize respondents per domain as "Committed," "Compliant," or "Disengaged" based on the plurality of responses in that domain. It should be noted that the Behavioral domain has six items, which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent is labeled as having a "mixed" engagement type.

The following graph shows the proportion "Committed" (also termed "engaged" in other graphs) across all domains.

Figure 120 shows that:

- Engagements declined per grade from 3 through 12.
- The highest engagement for all grades was in 2018.
- All grades declined in 2019.
- Only grades 6 through high school declined in engagement from 2019 to 2021.

Figure 120: Percentage of Engaged Students by Grade



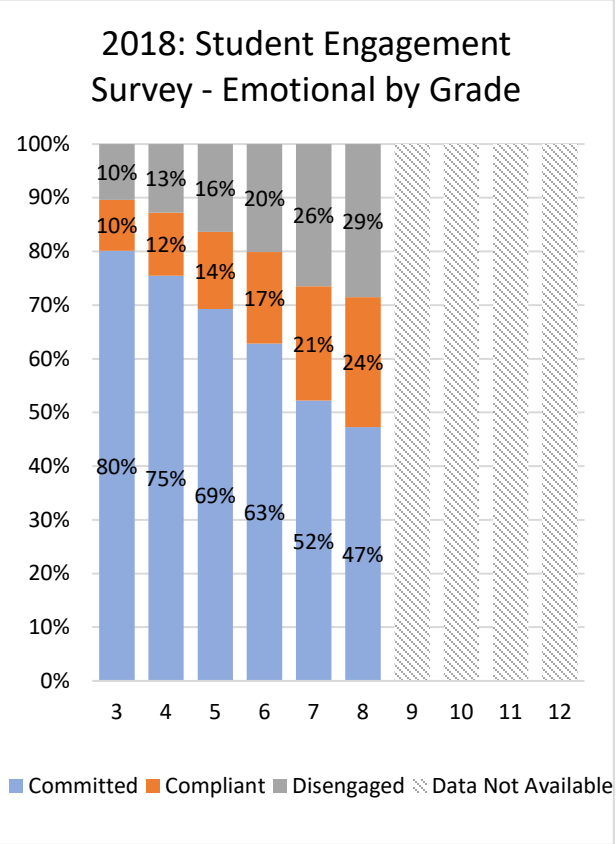
Engagement per Domain

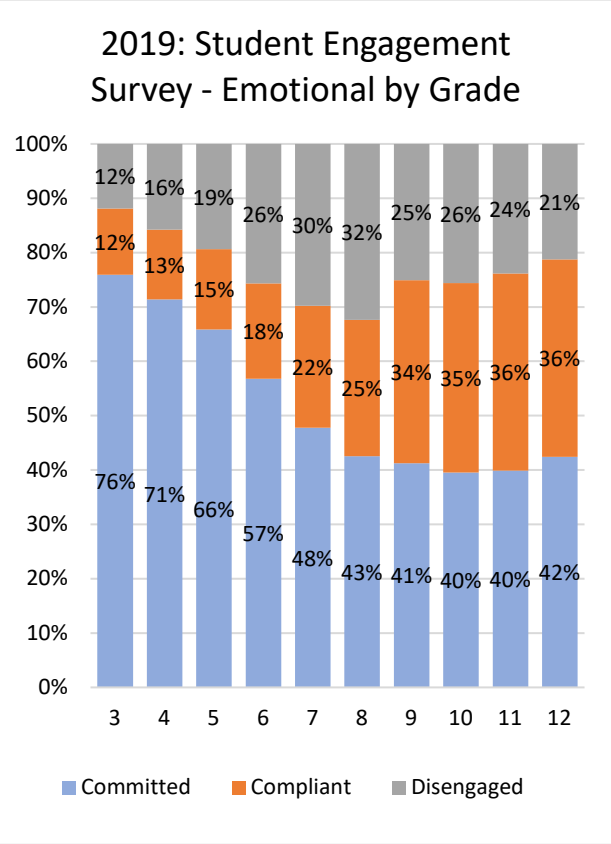
The following graphs appear in domain-based sets, showing the proportion of students expressing each of the successively disengaged attributes, *Committed, Compliant, Disengaged.*

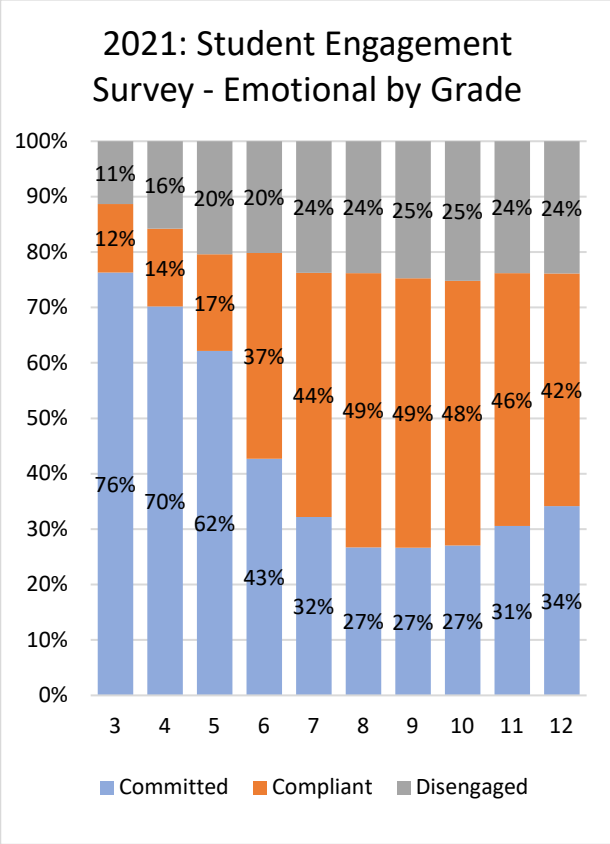
The following graphs show similar engagement patterns across the domains, with the greatest variations in the behavioral domain, and in 2019.

- Findings show declining engagement from early to later grades.
- They show greater Compliance in 2021 than in prior years, especially in the cognitive domain.

Figure 121: EMOTIONAL Domain Engagement Levels per Grade and Year

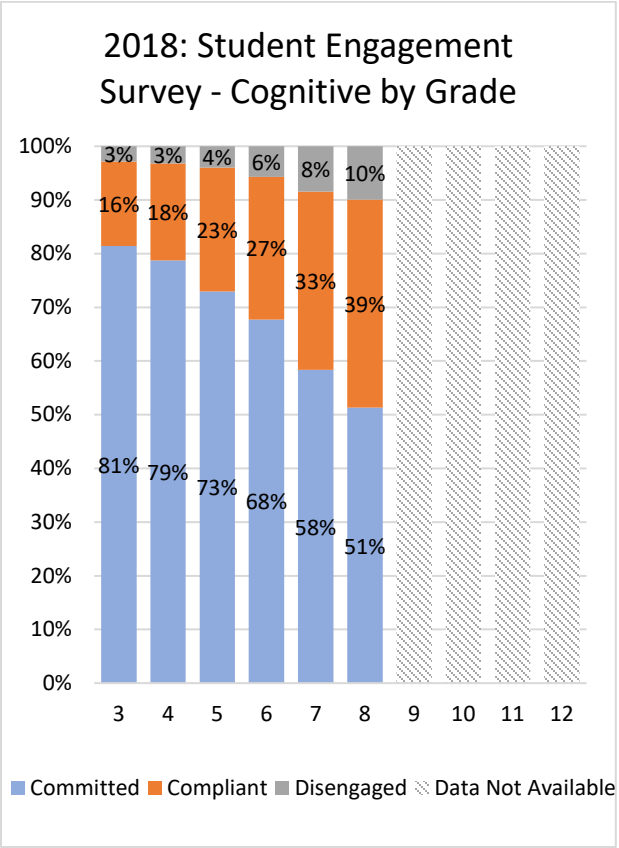


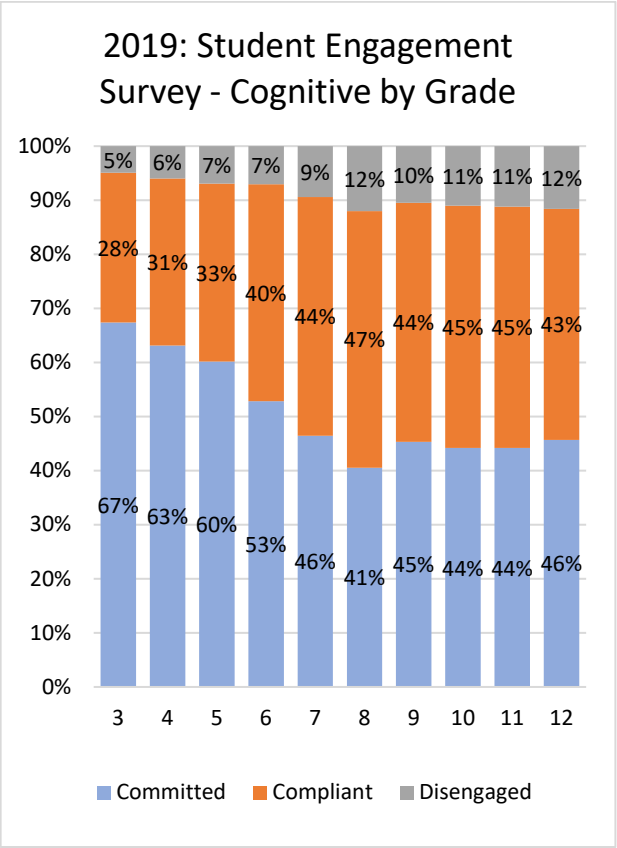


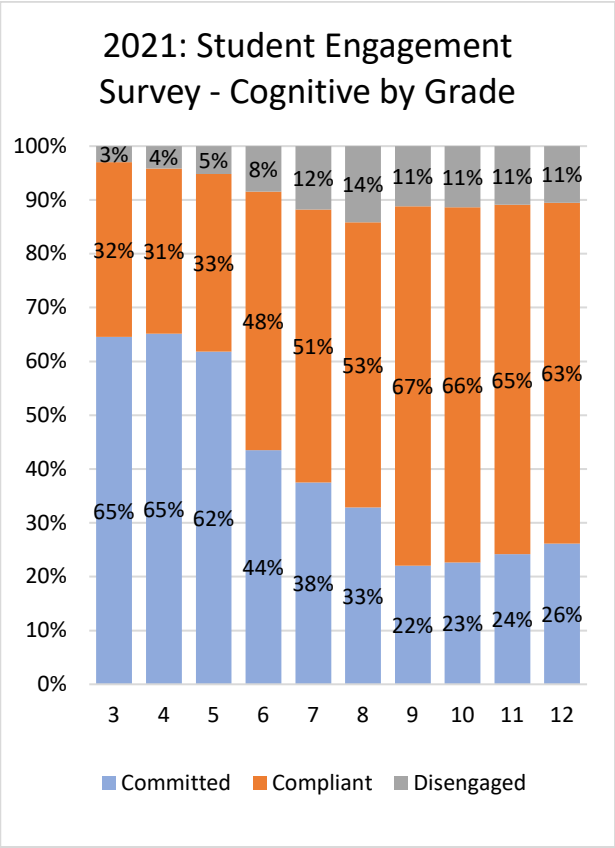


Note: *the counts per grade appear in Figure 120.*

Figure 122: COGNITIVE Domain Engagement Levels per Grade and Year





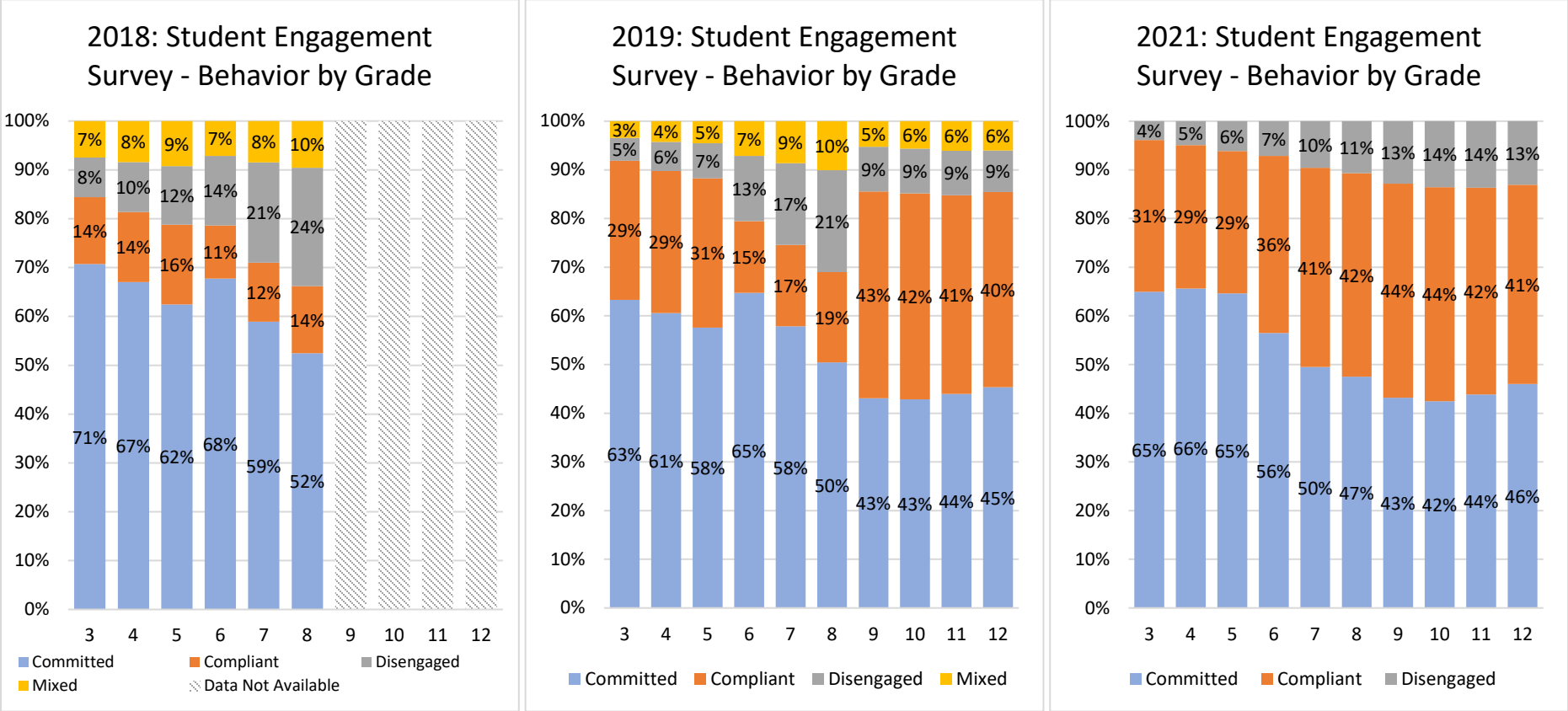


***Note**: the counts per grade appear in Figure 120.*

Figure 119 shows:

- A pattern of highest behavioral engagement in the elementary grades, with a spike in 6th grade in 2018 and 2019;
- Quite variable proportions of Compliance in 2019 compared to the other two years; and
- Relatively high proportions of Disengagement in grades 6-8 across both 2018 and 2019.

Figure 123: BEHAVIORAL Domain Engagement Levels per Grade and Year



Note: *the counts per grade appear in Figure 120.*

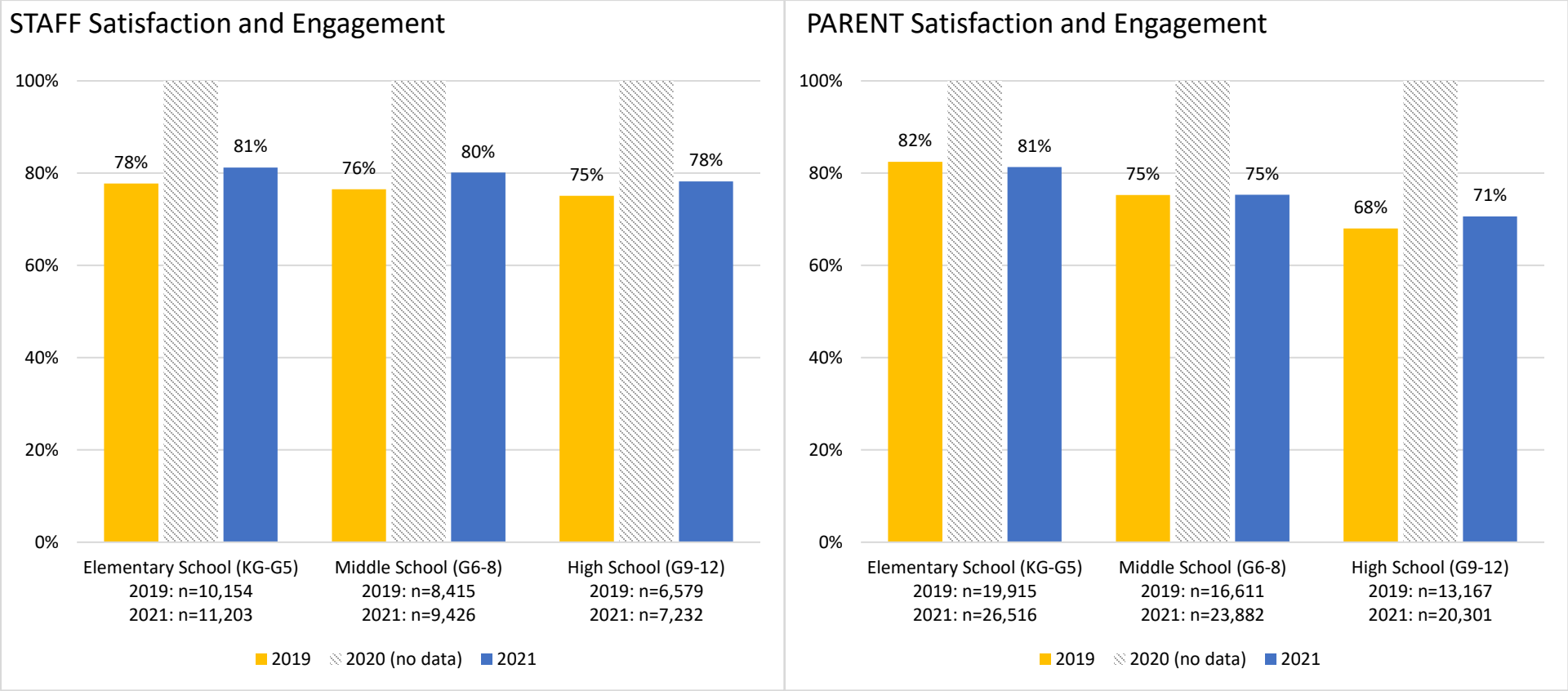
Satisfaction and Engagement of Parents and Staff

Parents and staff are encouraged to complete the surveys using an anonymous, online portal offered by their school, making school-specific findings available. A parent's answers may be included more than once because parents are invited to complete a survey for each child in school.

As seen in Figure 124:

- Satisfaction and engagement held steady or increased slightly from 2019 to 2021 across all three school levels, for both parents and staff.
- Participation counts also increased from 2019 to 2021 among both staff and parents, in all grade levels.
- The increase from 2019 to 2021 in the numbers of parents participating was 33% for elementary schools; 43% for middle schools; and 55% for high schools.

Figure 124: Satisfaction and Engagement of Parents and Staff



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

www.sde.idaho.gov/assessment

APPENDIX B
Recommendations for Additional Analyses

In developing the 2020-2021 Student Achievement Report, the Accountability Oversight Committee (AOC) identified additional analyses that may be valuable in the future, to the extent possible. This appendix presents the AOC's suggestions.

IRI

- To make IRI data more informative, sub-score (domain) analyses should be conducted to identify areas of state-wide strength and weakness.
- Adjust the graph looking at score movement on the IRI to be similar to the ISAT graph – rather than looking at whether the IRI score was the same, up, or down, show the new score category that students scored in (i.e. the percentage of students who score below grade level who landed in each of the three score categories the following year).
- When enough data is available, conduct a longitudinal cohort analysis of IRI.
- IRI sub-score / domain scores analyses, including all students and subgroups.
- Students who were enrolled in the public school system and took the IRI in 2019-20, but were not enrolled in 2020-21 and re-engaged in 2021-22. Compare performance of students who left and re-engaged to those who did not unenroll.

ISAT ELA and Math

- ISAT ELA by Claim for Grades 3 and 4 for 2019, 2021, and 2022
- ISAT Math Mean / Median Score Analysis for grades 4, 5, and 6

High School – College Readiness, Graduation Rates, and Go On

- Conduct a separate analysis on High School graduation, reviewing data regarding when students drop out, etc.
    - Consider the impact of mastery-based education on graduation
    - Consider the impact of CTE on graduation and Go On
    - Look at dropouts by age, grade, credits, gender, and subgroups
    - Given that five year graduation rates are consistently higher than four year and that some subgroups experience substantial increases in graduation rate when the 5th year is considered, acquiring a deeper understanding of how the four year graduating population and the five year population are similar and different is needed to better understand how to address the needs of both.

APPENDIX B
Recommendations for Additional Analyses

- College and Career Readiness data need to be disaggregated into middle school and high school to get a better understanding of where changes have occurred.
- After 2022, the population of Idaho students who take the PSAT and SAT will most likely change because of the removal of the SAT as a requirement for Idaho high school graduation. It is likely the population will shift towards a more homogenous group of students who are planning and preparing for matriculation into post-secondary four-year institutions that either allow the SAT as part of an applicants' admission portfolio or require the SAT for admission. Thus, it will be important to continue to monitor these scores in the coming years to ascertain whether Idaho high schools are preparing all students who choose to take the assessments for college success.

Student Enrollment

- Further research should be done to better quantify just how student populations shifted across the various school types and what this means for student outcomes (including academic and school quality variables). It is likely this will require student-level data.
- To better understand enrollment impacts, additional contextual information should be gathered, including growth trend data and demographics.

ATTACHMENT 2

AOC Recommendations:
Measuring Mastery of Idaho's College and Career Readiness Competencies
March 15, 2022

The Accountability Oversight Committee (AOC) supports the State Board of Education in its process of continually engaging in efforts to improve student achievement and ensure students are college and career ready. We recognize the relationship between achievement and assessment and the impact that changes in assessment have on Idaho's educational system. Based on an initial review of the state's College and Career Readiness Competencies (the Competencies) and the options for measuring them, the AOC makes the following recommendations. These recommendations are submitted as a package, as they are closely related and intended to be implemented together to ensure the state moves forward in the most productive manner.

Recommendation: In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools.

Reasoning:

- The Board adopted the Competencies in June 2017, and the Department has since created supporting documents.
- Feedback from AOC members who work in the field indicates that some districts and charters may not understand that integrating the Competencies into the high school curriculum is expected. The AOC does not want the current efforts to measure the Competencies to be misunderstood as a new requirement.

Recommendation: Recognize the work of the Division of Career Technical Education (CTE) and local CTE programs and confirm that CTE students are appropriately demonstrating mastery of the competencies through their CTE coursework and the Workforce Readiness Assessment.

Reasoning:

- The Workplace Skills for Career Readiness (Workplace Skills) are integrated into all CTE coursework. The AOC intends to complete a crosswalk between the Workplace Skills and the Competencies, and anticipates that this process will demonstrate appropriate alignment.
- CTE students are required to take the Workplace Readiness Assessment (WRA), and students receive a Career Readiness Badge through Skill Stack after passing.

Recommendation: Develop a System of Multiple Measures for Districts to Use to Demonstrate Students' Mastery of the College and Career Readiness Competencies.

Reasoning:

- The Workforce Readiness Assessment measures the Workplace Skills for Career Readiness. As previously noted, the AOC is confident that the process of creating a crosswalk between the Workplace Skills and the Competencies will indicate appropriate alignment. Thus, the AOC is comfortable with the WRA being used to demonstrate mastery of the Competencies.

- While the WRA is appropriate, the AOC recognizes that it may not be ideal for all districts as some may already have a process in place to measure mastery of the Competencies.
- We recommend outreach be conducted to determine other measurements that may be in use by districts and to determine which measurements are appropriate for future use.

Recommendation: Implement a Small Scale Field Test to Review the Value of the Workforce Readiness Assessment as an Option for Non-CTE Track Students to Demonstrate Mastery of the College and Career Readiness Competencies.

Reasoning / Evidence:

- To date, the WRA has only been used in Idaho with CTE students. While some other states in the CTECS Consortium (which created and administers the WRA) are considering broader use, only one is in the process of doing so.
- Before recommending any additional investments for broader use of the WRA in Idaho, the AOC believes that administering it with a smaller group of non-CTE high school students from a variety of districts (in size, location, etc.) will be essential in understanding how the assessment functions when used to measure the Competencies for that student population.

SUBJECT

2020-2021 Idaho Educator (Teacher) Pipeline Report

REFERENCE

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	The Board reviewed 2016-2017 Teacher Pipeline Report
December 2018	The Board reviewed 2017-2018 Teacher Pipeline Report
February 2020	The Board received the 2019 task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho

2. Begin developing a coherent policy dialogue

3. Define recommendations in the areas outlined below:
    a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages

    b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching

    c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 Pipeline report explored new data collected through the 2017-2018 school year, identifies areas of concern, and provides an update on progress related to the recommendations presented in the FY17 report. The FY19 report explored new data collected through the 2017-2018 school year, identifying new and ongoing areas of concern, as well as providing an update on progress related to the recommendations in the FY18 report. Although the FY20 report was completed, it was not presented to the Board as a standalone item and was instead incorporated into the work of the Our Kids, Idaho's Future Task Force work and recommendations. Due to the pandemic and conflicting priorities the report was not updated in FY 21 (2019-2020 school year data).

The FY22 Educator Pipeline Report (Attachment 1) examines data on teacher supply, demand, and retention in a manner that can drive policy decisions. A selection of key findings from the report (which examined data up through the 2020-2021 school year) are presented in bulleted form below. References to applicable tables and figures are included:

- Statewide counts of certificated staff continue to increase for all assignment types—administrator, instructional, and pupil service. However, administrator assignments are still down from a peak in 2018 (*Pg. 2, Table 1*).
- Despite modest improvements over time, Idaho's instructional staff remain far less diverse than the state's overall population in terms of race and ethnicity (*Pg. 3, Table 2*).
- There is a large increase in teachers with 13+ years of experience, which is associated with a massive bubble of instructional staff moving later into their career (*Pg. 4, Figure 2*). This is <u>not</u> due to an increase in retention among more-experienced educators (*Pg. 15, Table 10*). The current population increases among less-experienced educators do not appear large enough to compensate for the eventual retirement of this bubble.
- Projections estimate that the number of instructional staff needed in Regions 6, 3, and 1 will grow by more than 18% over the next decade. Only Region 2 will see less than 10% growth over the same period (*Pg. 5, Table 3*).
- The number of new instructional staff starting in Idaho public schools each year has continued a slow upward trend. An increasingly large share come from out-of-state and non-traditional programs. However, among Idaho's educator preparation programs (EPPs), public traditional EPPs still account for a larger share of new teachers than either nonpublic traditional or non-traditional EPPs (*Pg.7, Table 5*).
- The total number of individuals who were issued an Idaho instructional certificate dropped by more than 10% from FY20 to FY21 after trending upward in a fairly consistent pattern over the prior seven years (*Pg. 9, Figure 3*).
- The majority of instructional certificates are issued to individuals who are not associated with a contracted assignment in an Idaho public school. The number of instructional certificates issued to individuals who are associated with a contracted assignment has seen a downward trend since FY17 (*Pg. 9, Figure 3*).
- Endorsements in several high-need areas—such as Science and Mathematics—have seen similar trends to those described with instructional certificates in the previous two bullets (*Pg. 11, Tables 6 & 7*).
- The number of Emergency Provisional certificates granted each year has nearly tripled since the 2016-2017 school year (*Pg. 12, Table 8*). This figure includes both uncertified individuals and already-certificated staff who are teaching outside their endorsement area(s).
- The next-year retention rates for instructional staff at both the state and LEA-level continue to increase at a slow, but steady rate. The state-level retention rate is roughly in-line with the national rate of 92% (*Pg. 13, Figure 4*).
- Next-year retention rates for pupil service staff appear to have stalled in the high 80% range, with no substantial improvement in recent years (*Pg. 14, Figure 5*).

- Next-year retention rates for instructional staff with 0-7 years of experience have increased over the last five years. This coincides with the implementation of the career ladder. The largest increase was seen in teachers whose experience would qualify them for the Professional rung (*Pg. 15, Table 10*).
- In the last five years, there has been no measurable change in the next-year retention rate for instructional staff with 8+ years of experience. It is likely too early to see any potential effects from the addition of the Advanced Professional rung to the career ladder (*Pg. 15, Table 10*).
- Overall, retention rates across all regions have improved and there is less disparity from region to region (*Pg. 22, Figure 16*).
- Region 6 is a potential area of concern. This region is projected to have the highest rate of growth (*Pg. 5, Table 3*), but has consistently shown the lowest rates of instructional staff retention (*Pg. 22, Figure 16*).
- In contrast to historical accounts, Idaho LEAs that border other states appear to retain instructional staff at roughly the same rate as LEAs located in the interior of the state (*Pg. 23, Figure 17)*
- Rural LEAs (especially those that are classified as "remote") and LEAs located in small-to-midsize suburbs consistently retain instructional staff at lower rates than other areas in Idaho. (*Pg. 24, Table 11*)

The detailed implications and limitations of these findings are discussed in their respective sections within the attachment. The report also examines retention rates by certification route and EPP; however, these findings were difficult to effectively summarize in bullet form for the outline above.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

ATTACHMENTS

Attachment 1 – FY22 Idaho Educator Pipeline Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho is a state facing tremendous growth. As the population continues to boom in coming years, the demand for educators to serve the increased population of students is expected to grow. Preliminary population estimates show an older population of residents moving to Idaho, additional work will need to be done to identify how overall in-migration of people to Idaho effects the pupil school population.

New educators from Idaho's EPPs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet most individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the

projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and LEAs along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

While there has been much work toward the three recommendation areas adopted by the Board at the October 2017 regular Board meeting to strengthen Idaho's educator pipeline, ongoing work in the three areas: Attract/Recruit, Prepare/Certify, and Retain is needed to assure we will be able to meet Idaho's public schools need for highly effective, learner (student) ready teachers. Board staff will be working with the Planning, Policy and Governmental Affairs Committee and education stakeholders to further identify strategies and policy amendments to help strengthen Idaho's educator pipeline.

BOARD ACTION

This item is for informational purposes only.

2020-2021 IDAHO EDUCATOR PIPELINE

FY2022 REPORT TO THE STATE BOARD OF EDUCATION

MARCH 2022

Nathan D. Dean, Ed.S.
Educator Effectiveness Program Manager
Idaho State Board of Education

I. INTRODUCTION

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline is key to driving continuous improvement. As such, a report on Idaho's educator pipeline has been developed for the State Board of Education (the Board) annually since FY18. The sole exception has been the FY21 report, which was preempted by the impacts of the COVID-19 pandemic. What follows is the FY22 Educator Pipeline Report, examining educator supply and retention up through the 2020-2021 school year.

In-keeping with previous submissions, this report focuses on certificated staff in Idaho public schools—both traditional and charter. These certificated assignments are broadly categorized into three main groups: Administrator, Instructional, and Pupil Service Staff. Administrator positions include superintendents, principals, and special education directors. Instructional staff include traditional classroom teachers, as well as educators who serve in a coaching or mentoring capacity but may lack an assigned classroom of their own. Pupil service staff include other certificated professionals who work directly with students such as: school counselors, social workers, nurses, school psychologists, speech-language pathologists, audiologists, occupational therapists, and physical therapists. Individuals may hold multiple certifications and endorsements simultaneously, and it is not uncommon for staff in smaller schools and LEAs to serve in multiple roles.

As of the 2020-2021 school year, there were approximately 1,304 staff assigned to administrator positions, 18,314 assigned to instructional positions, and 1,478 assigned to pupil service staff positions. As was the case with past Educator Pipeline Reports, the bulk of this report focuses on instructional positions. Although administrator and pupil service staff are no less important to the functioning of Idaho's schools, instructional staff make up an

overwhelming majority of the state's certificated employees and are the source of most LEA staffing concerns—especially in certain endorsement areas.

The data for this report was synthesized from multiple sources. These include Title II reporting submissions, Idaho Department of Labor projections, and various tables within ISEE (the state's longitudinal education database). Significant efforts were made to reconcile these sources into a coherent data model for this report. However, limitations in accurately matching staff education identification numbers (EDUIDs) across sources and known gaps in certain datasets will have introduced systematic errors. Despite this, the overall trends examined in this report can be considered with a relatively high degree of confidence, even if specific sums and totals may contain inconsistencies. Data that are associated with more substantial limitations are discussed further in their respective sections.

II. EDUCATOR SUPPLY & DEMAND

A. STATEWIDE STAFF VOLUMES & DEMOGRAPHICS

The number of certificated staff assignments across the state, broken out by assignment type, is displayed in Table 1.

TABLE 1

Staff Count by Assignment Type			
School Year	Administrator	Instructional	Pupil Services
2013-2014	1204	15469	1589
2014-2015	1231	15820	1689
2015-2016	1268	15917	1698
2016-2017	1280	16602	1249
2017-2018	1312	16905	1309
2018-2019	1260	17397	1384
2019-2020	1274	17883	1443
2020-2021	1304	18314	1478

From the 2013-2014 school year to the 2020-2021 school year, Idaho has seen a steady increase in the number of instructional staff assignments. This represents a roughly 18% increase over this time frame, correlating well with the approximate 16.5% growth in Idaho's population over the same period.

Administrator assignments have seen a much smaller rate of growth and are currently down from an all-time high in the 2017-2018 school year. That said, the upward trend in administrator assignments appears to have resumed over the last two years.

The number of pupil service staff assignments saw a substantial drop in the 2016-2017 school year—which appears to correspond with the inclusion of pupil service staff in the career ladder

and the resultant change in funding/reporting for these positions. They have since grown at a faster rate than instructional staff assignments.

Examining the demographics of Idaho's instructional staff—particularly in terms of race/ethnicity, age, and experience—reveals additional trends of interest.

TABLE 2

Racial & Ethnic Demographics of Idaho Instructional Staff By Academic Year									
Race / Ethnicity	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**Idaho Population***
American Indian or Alaska Native	0.28%	0.30%	0.30%	0.29%	0.31%	0.30%	0.31%	0.32%	**1.7%**
Asian	0.47%	0.44%	0.46%	0.47%	0.45%	0.49%	0.58%	0.58%	**1.6%**
Black or African American	0.14%	0.15%	0.14%	0.16%	0.17%	0.21%	0.21%	0.24%	**0.9%**
Hispanic or Latino	2.06%	2.15%	2.31%	2.45%	2.51%	2.69%	2.74%	2.88%	**12.8%**
Native Hawaiian or Other Pacific Islander	0.08%	0.10%	0.11%	0.14%	0.13%	0.10%	0.10%	0.10%	**0.2%**
Two Or More Races	0.23%	0.23%	0.27%	0.23%	0.25%	0.26%	0.30%	0.28%	**2.6%**
White	96.74%	96.63%	96.41%	96.27%	96.18%	95.94%	95.76%	95.59%	**81.6%**
* Source: Most recent estimates published on www.census.gov/quickfacts/ID as of March 10th, 2022									

As demonstrated in Table 2 (above), the racial and ethnic makeup of Idaho's teaching force is quite different from the overall state population. The most recent census estimates indicate that less than 82% of Idaho's population identifies as "white only," meanwhile over 95% of instructional staff were identified similarly in the 2020-2021 school year. Of note, all other racial and ethnic groups are substantially underrepresented among Idaho's teachers when compared to the state's population.

Although this comparison is stark, it is worth bearing in mind that Idaho's instructional staff population has shown a consistent (albeit modest) trend towards increased diversity since the 2013-2014 school year. That said, there is still substantial room for improvement if Idaho wishes to have its teaching force truly represent the population that it serves.

The age distribution among Idaho's instructional staff has also seen a notable shift in recent years. As Figure 1 shows, the growth in instructional positions over the last five years has not been evenly distributed. A disproportionate share of that growth has centered on staff between the ages of 40 and 49. Although there may be other contributing factors, this has likely been driven by the increase in the share of teachers who are coming Idaho from out of state and via non-traditional certification pathways (discussed in a later sections).

FIGURE 1

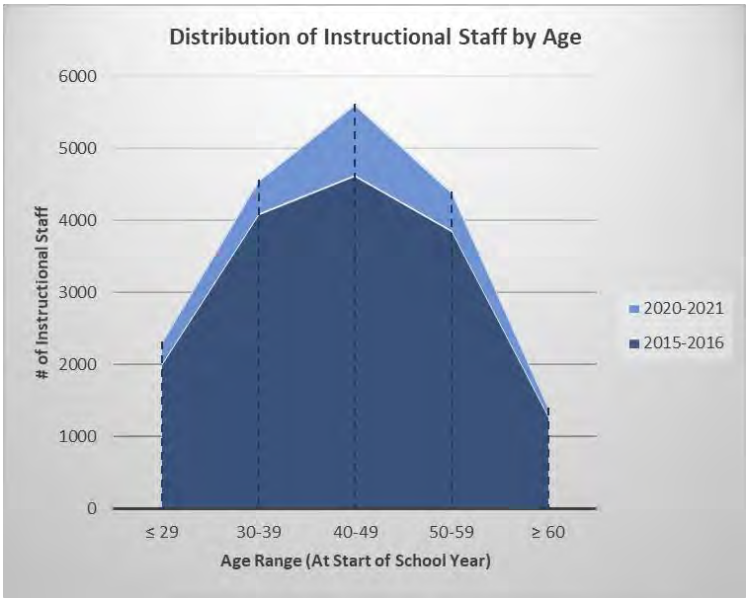


FIGURE 2

Figure 2 also shows that there has also been a substantial shift in the experience level of instructional staff over the last five years. There has been a massive increase in the volume of instructional staff with 13 or more years of experience. However, there has also been a correspondingly large drop in the number of teachers with 7 to 11 years of experience.

This, combined with the consistent shape of the distribution over time, indicates that the observed shift may not be the result of increased retention among more experienced educators. Instead, it could simply be the result of five years passing in a population that happened to have a disproportionately high volume of teachers with 8-10 years of experience in 2016. This paints a concerning picture, where there currently appears to be insufficient growth among our less experienced population to offset the large bubble of more-experienced teachers who will hit retirement age in the next 10 or so years.

B. GROWTH PROJECTIONS

It is well known that Idaho's population is growing rapidly. Based on data from the 2020 census, Idaho saw the second highest percentage increase in population (behind only Utah). As the general population increases, so too will the number of students enrolled in public school and the demand for instructional staff to serve them. Table 3 (below) provides a summary of the projections of instructional staff demand in Idaho, both by region and statewide. These projections include general education, special education, and CTE for grades K through 12.

TABLE 3

2020-2030 Projections of Instructional Staff Demand*			
Education Region	# of Projected Annual Openings	Annual Projected Growth Rate	2020-2030 Projected Total Growth
1	149	1.75%	18.30%
2	134	0.85%	8.22%
3	648	1.75%	18.93%
4	156	1.29%	13.67%
5	179	1.35%	14.30%
6	222	1.79%	19.47%
Statewide**	1452	1.51%	16.15%

*Source: Idaho DOL Occupational Projections (Occupational Codes 25-2012, 25-2021, 25-2031, 25-2032, 25-2052, 25-2057, 25-2058)

**Statewide total is taken from the published statwide projections and not calculated directly from the regional projection numbers. This causes it to differ slightly from the sum of all regions.

Regions 6, 3, and 1 are expected to see highest rates of growth in demand between 2020 and 2030. These three regions represent the furthest corners of the state and demonstrate that the increased need for teachers will not be isolated to only certain communities. In fact, only Region 2 is expected to experience less than 10% growth over the same period. It will be vital for Idaho to continue increasing recruitment and retention of quality teachers in all areas of the state if we are to meet the demand of our booming population.

C. EDUCATOR PREPARATION PROGRAM (EPP) COMPLETERS

Idaho has several Board-approved pathways to becoming a certificated educator. These include traditional college programs (both public and non-public) as well as non-traditional programs. Public traditional programs are offered by the four state-run post-secondary institutions: Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI). Non-public traditional programs are offered by Idaho's private institutions of higher education: Brigham Young University – Idaho (BYU-ID), the College of Idaho (COI), and Northwest Nazarene University (NNU). Finally, non-traditional programs are offered through the American Board for Certification of Teacher Excellence (ABCTE), the College of Southern Idaho (CSI), and Teach for America – Idaho (TFA-I).

Table 4 (below) summarizes the number of completers reported by each EPP, broken out by school year. It is important to note that these figures are different from the number of new certificated educators from each EPP. A completer from any given program may choose not to seek Idaho certification or employment within an Idaho public school.

TABLE 4

Reported # of Program Completers by Idaho-Approved Educator Prep. Program (EPP) *

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Public Traditionals	**386**	**411**	**403**	**379**	**337**	**350**	**365**	**478**
BSU	169	176	136	173	117	112	104	220
ISU	95	76	101	72	76	75	81	77
LCSC	47	49	50	40	32	63	39	55
UI	75	110	116	94	112	100	141	126
Non-Public Traditionals	**498**	**358**	**452**	**412**	**392**	**429**	**399**	**413**
BYU-ID	439	294	380	349	334	380	354	385
COI	16	11	21	12	8	7	8	3
NNU	43	53	51	51	50	42	37	25
Non-Traditionals	**60**	**185**	**418**	**275**	**32**	**146**	**100**	**672**
ABCTE **	60	172	405	256	12	125	65	635
CSI	-	-	-	-	-	-	16	16
TFA-I	-	13	13	19	20	21	19	21
GRAND TOTAL	**944**	**954**	**1273**	**1066**	**761**	**925**	**864**	**1563**

* This data set is taken from the ETS Title II Reporting Services platform and matches the number of unique individuals submitted by each EPP as "Completed" in a given academic year. Due to the matching and data exchanges performed on the back-end, these numbers do not necessarily match what appeared in the published Title II report for each respective year.

** It is possible that inconsistency in applying the definition of "Completed" has contributed to the large year-to-year fluctuations in ABCTE's data (since the numbers are much more stable when including those classified as "Other Enrolled"). However, as this is conjecture, the numbers of "Completed" that ABCTE officially submitted were used.

There is high degree of variation from year to year in the total number of completers from each EPP. However, it is noteworthy that the 2020-2021 school year was the first to see non-traditional programs report more completers than either the public or non-public traditional programs.

D. NEW IDAHO INSTRUCTIONAL STAFF

There are some evident shifts when looking at the data on individuals who not only complete an EPP of some kind, but also end up teaching in an Idaho school. Table 5 (below) displays the number of new instructional staff in Idaho public schools, both by year in which they first received their first instructional assignment and by the program through which they were initially prepared.

TABLE 5

# of New Instructional Staff in Idaho Public Schools by Preparation Program								
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Public Traditionals	**444**	**378**	**371**	**403**	**314**	**333**	**279**	**355**
BSU	171	163	140	129	120	141	118	159
ISU	132	111	127	150	98	104	81	69
LCSC	45	29	25	33	23	27	14	43
UI	96	75	79	91	73	61	66	84
Non-Public Traditionals	**164**	**194**	**184**	**187**	**170**	**158**	**133**	**155**
BYU-ID	116	128	129	136	117	116	97	123
COI	8	19	15	19	18	8	7	12
NNU	40	47	40	32	35	34	29	20
Non-Traditionals	**57**	**83**	**99**	**79**	**97**	**198**	**219**	**162**
ABCTE	57	83	86	64	78	172	193	143
CSI	-	-	-	-	1	5	5	1
TFA-I	-	-	13	15	18	21	21	18
Other	**438**	**457**	**528**	**541**	**583**	**568**	**579**	**620**
Out of State	380	399	469	493	521	506	490	504
WGU	14	21	19	15	22	21	33	52
Unmatched / NA	44	37	40	33	40	41	56	64
Grand Total	**1103**	**1112**	**1182**	**1210**	**1164**	**1257**	**1210**	**1292**

The total number of new instructional staff from all sources has trended upwards over the last eight years, reaching an all-time high of 1,292 new teachers in the 2020-2021. This continued growth in the number of new teachers is certainly a positive, but it will need to continue to meet the demand of Idaho's rapidly growing population. With the rate of growth seen in Table 5—and Department of Labor projections estimating an average of 1,452 openings annually over the next 10 years—it is unlikely that Idaho will meet this need through production and recruitment of new teachers alone. Barring a much more substantial bump in new instructional staff than has been seen over the last eight years, Idaho will only avoid a worsening shortage by also increasing retention (and thus reducing the number of annual openings that need filled).

Interesting trends can also be observed when drilling down by program type and specific EPP. Since the 2013-2014 school year, there has been a modest decrease in new teachers from Idaho's traditional EPPs (both public and non-public). However, despite this decrease and a smaller number of completers overall, Idaho's public traditional programs still produce a larger share of the state's new teachers than either the non-public traditional or non-traditional pathways. This discrepancy can largely be attributed to the relatively small portion of reported completers from BYU-ID who go on to be Idaho public school teachers, and the fact that ABCTE's completer counts may include already-certified individuals who are using the program to shift grade-bands or content areas (and are therefore not new teachers).

Over the same period, the number of new teachers from Idaho's non-traditional programs and from out of state has increased. It is unclear whether the growth in out of state numbers is due to Idaho's compensation becoming more competitive with the implementation of the career ladder, or whether it is simply a side effect of Idaho's general population influx.

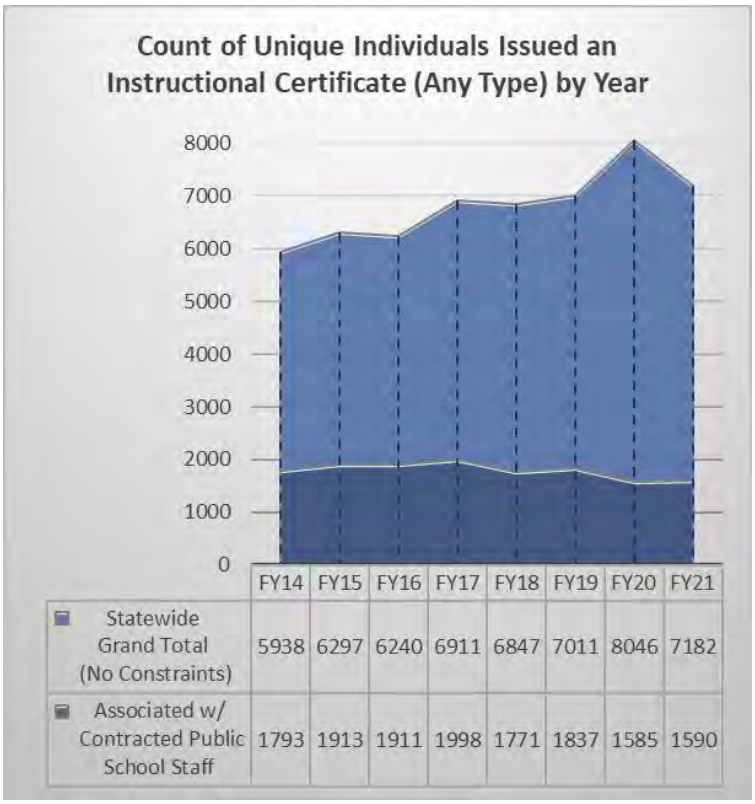
It should be noted that while general comparisons can be made between the trends observed in Table 4 and Table 5, it would be inappropriate to assume a direct link between the number of reported completers in a given year and the number of new instructional staff the following year. There are several factors that could cause an individual to delay their entry into the classroom following their completion of an EPP. Without matching EDUIDs between all program completers and new teachers (a challenge due to incomplete data), it is difficult to calculate specific placement rates for each EPP in a reliable way.

E. CERTIFICATES & ENDORSEMENTS ISSUED

Pursuant to Idaho Code § 33-1201, all staff with administrative, instructional, or pupil service assignments in an Idaho public school are required to hold an appropriate certificate and endorsement. Examining the number of such certificates issued each year provides additional insight into the changing educator pipeline.

Figure 3 displays the number of unique individuals (by year) who were issued an instructional certificate of any kind. This includes three-year nonrenewable Interim Certificates (for alternate authorizations, non-traditional program completers, reinstatements, and out of state transfers), as well as five-year renewable CTE and Standard Instructional Certificates. It is broken out by the fiscal year in which the certificates became effective. The dark blue region shows the grand total, regardless of whether the recipient has ever worked in an Idaho school. The light blue region shows the portion associated with a contracted assignment in an Idaho public school. These totals include both initial certificates and renewals.

FIGURE 3



Although a relatively large number of instructional certificates are issued each year, an overwhelming majority of the recipients are not contracted in Idaho public schools. Assuredly, some portion of these individuals teach in private schools or have taken their certificate to another state via reciprocity agreements. However, there is likely still a large population of qualified personnel who are not teaching, despite having gone through the process of obtaining and/or maintaining valid Idaho certification. Identifying the reasons for this and targeting recruitment incentives to address them could be a valuable way to strengthen the state's educator pipeline.

Upon further examination, the data in Figure 3 also present a potentially alarming indicator: a recent drop in the number of instructional certificates being issued. The number of certificates issued to individuals associated with a contracted assignment have trended downward since FY17. Additionally, after a consistent and substantial upward trend, the total number of individuals who were issued an instructional certificate plummeted by more than 10% from FY20 to FY21. Since the number of completers and new teachers (who would be issued their initial certificates) has trended up, this indicates that the observed drop is likely coming from a decrease in renewals.

This is especially troubling when considering the current social and political context—which has seen the ongoing impact of the COVID-19 pandemic, rising tensions around public education, and up to half of Idaho's educators considering leaving the profession earlier than originally planned[1]. The recent drop in issued certificates may signal that an increasing number of instructional staff are not planning to stay in the profession long-term and are choosing not to renew. Since many educators apply for renewal ahead of their actual expiration date, this could be an early indicator of a potential drop in retention that has not yet revealed itself in staffing data.

This trend also presents itself when examining endorsement counts on instructional certificates. The tables presented on the next page display the number of instructional endorsements issued in each fiscal year. Table 6 shows grand totals, regardless of the recipient's employment status. Table 7 shows counts for those that are associated with a contracted assignment in an Idaho public school.

Endorsements have been grouped into broad subject area categories based on the kinds of position a given endorsement could qualify a teacher for. A breakdown of the specific endorsements included in each category can be found in Appendix A. There is no duplication within each subject area category (so an individual with both a Biology and Chemistry endorsement would only be counted once in the *Life and Physical Sciences* category). However, the same individual would show up in the counts of multiple rows if they received endorsements in more than one subject area category (such as *Mathematics* and *Special Education*). The color gradient in both tables serves as a "heat map" to visualize change over time within each subject area category. Blue indicates the highest count in each row, red indicates the lowest count in each row, and grey is used to signify the middle value.

[1] George Prentice, "IEA president to lawmakers: more than half of Idaho educators are considering leaving," Boise State Public Radio, February 2022, https://www.boisestatepublicradio.org/news/2022-02-02/idaho-teachers-pay-salaries-legislature-education-association

TABLE 6

Count of Instructional Endorsements Issued by Subject Area and Year (Statewide Grand Total w/ No Constraints)								
Subject Area Category	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Agriculture, Food, and Natural Resources	68	64	70	54	57	67	254	64
Business and Marketing	166	162	155	175	151	156	525	157
Communications & Media	129	132	115	311	121	150	127	151
Elementary	3115	3202	3118	3215	3255	3592	3439	3617
Engineering and Technology	40	40	37	40	51	41	115	58
English as a Second Language (ESL)	253	239	246	247	278	363	333	385
English Language Arts (ELA)	953	1067	1019	1065	1020	1103	1091	1131
Family and Consumer Sciences	104	95	90	90	89	84	336	78
Health Professions & Public Safety	36	56	57	44	33	57	60	87
Information and Computer Sciences	33	24	36	40	43	49	52	122
Life and Physical Sciences	498	589	555	576	621	616	723	580
Mathematics	525	586	557	607	641	676	763	678
Physical and Health Education	498	505	461	489	934	532	450	483
Social Sciences and History	798	805	788	1054	829	891	991	905
Special Education	846	900	974	1100	944	1085	1014	1101
Trades and Industry	39	59	41	60	44	41	40	45
Visual & Performing Arts	394	397	406	594	398	455	406	418
World Language	279	265	253	263	275	317	254	263

TABLE 7

Count of Instructional Endorsements Issued by Subject Area and Year (Associated w/ Contracted Public School Staff)								
Subject Area Category	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Agriculture, Food, and Natural Resources	24	18	23	28	22	24	22	18
Business and Marketing	50	53	44	57	40	40	25	22
Communications & Media	33	37	35	26	16	19	16	10
Elementary	922	978	983	1051	959	1018	838	903
Engineering and Technology	9	13	13	11	11	8	7	5
English as a Second Language (ESL)	102	108	102	120	88	137	91	105
English Language Arts (ELA)	316	364	346	380	295	282	222	284
Family and Consumer Sciences	28	25	33	27	24	29	18	19
Health Professions & Public Safety	16	23	25	27	16	25	21	10
Information and Computer Sciences	13	12	16	21	12	11	11	6
Life and Physical Sciences	151	164	152	189	165	152	135	127
Mathematics	217	217	186	194	195	196	148	166
Physical and Health Education	126	117	95	112	122	110	82	65
Social Sciences and History	223	236	223	210	215	175	163	156
Special Education	254	308	343	341	307	331	285	285
Trades and Industry	8	22	15	13	12	15	11	9
Visual & Performing Arts	119	111	123	114	91	90	80	68
World Language	73	77	80	70	49	60	35	37

In several subject areas, the total number of instructional endorsements issued has decreased from FY20 to FY21. This includes some traditionally hard-to-fill categories, such as *Mathematics* and *Life and Physical Sciences*. The trend is even more stark when looking only at endorsements associated with contracted school staff, where almost every subject area has seen its lowest count within the last two years. With projections showing increased demand for teachers of all kinds over the next 10 years, even a modest decrease in the number of individuals certified in a given subject is cause for a degree of concern. It will be important to monitor this data closely in the coming years to determine if the apparent pattern manifests itself as an increase in real-world staffing challenges.

Should it do so, there will likely be an increased reliance on Emergency Provisional certificates to cover the gaps. These temporary, one-year certificates are granted to individuals who lack the qualifications for a given certificated position. The Board authorizes them in response to an LEA-declared staffing emergency. As Table 8 shows, the number of Emergency Provisionals granted has nearly tripled over the last five years—meaning that the 2020-2021 school year saw 85 classrooms led by underqualified individuals with as little as two years of college training.

TABLE 8

Emergency Provisional Certificates by Year	
School Year	**# Issued***
2016-2017	29
2017-2018	35
2018-2019	89
2019-2020	90
2020-2021	85

*Includes both those issued to uncertified individuals and those issued to already-certificated staff teaching outside of endorsed areas.

Fortunately, endorsements issued on pupil service staff certificates do not display the same recent downturn. Table 9 (below) shows the counts for pupil service endorsements over time and has been given the same formatting as the instructional endorsement tables.

TABLE 9

Count of Endorsements Issued by General Category and Year (Statewide Grand Total w/ No Constraints)								
Endorsement Category	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
Audiology and Speech-Language Pathology	86	77	69	76	95	109	102	116
Career and Work Based Advising	50	40	36	44	39	40	144	29
Occupational and Physical Therapy	-	-	-	-	1	27	20	7
School Counselor	257	230	250	262	254	295	252	283
School Nurse	39	39	47	81	53	54	56	76
School Psychology	64	64	71	79	74	75	81	79
School Social Worker	32	32	47	51	55	59	48	51

In general, the number of pupil service endorsements issued has trended slightly upward through FY21. This bodes well for future staffing in these areas. The only two categories to experience a serious downturn last year were *Career and Work Based Advising* and *Occupational and Physical Therapy*. However, the former saw a surge in FY20 that more than makes up for the FY21's decrease; while the latter lacks sufficient longitudinal data to make meaningful judgements about the observed drop at this time.

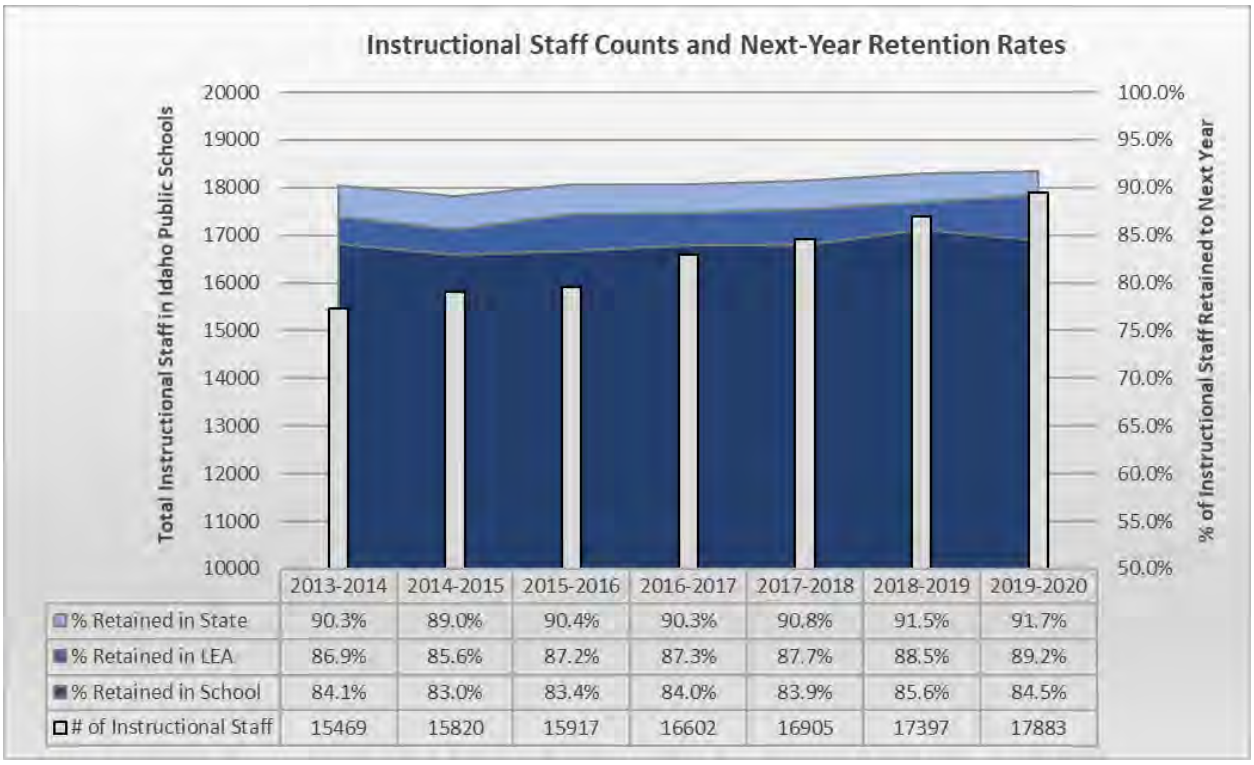
III. EDUCATOR MOBILITY & RETENTION

A. OVERALL STATEWIDE RETENTION RATES

Previous work on Idaho's educator pipeline has reached two broad conclusions: 1) That the state's staffing issues appear more related to retention than production, and 2) that the overall retention rate has seen a slow-but-steady upward trend since the implementation of the career ladder (and commensurate increase in educator compensation). This report makes similar observations, at least when examining data at the aggregate, statewide level.

Figure 4 (below) displays the total number of instructional staff working in Idaho public schools per year, as well as the percentage of those individuals who were retained in instructional positions the next year. The retention rates are provided at multiple levels: same school, same LEA, and statewide.

FIGURE 4



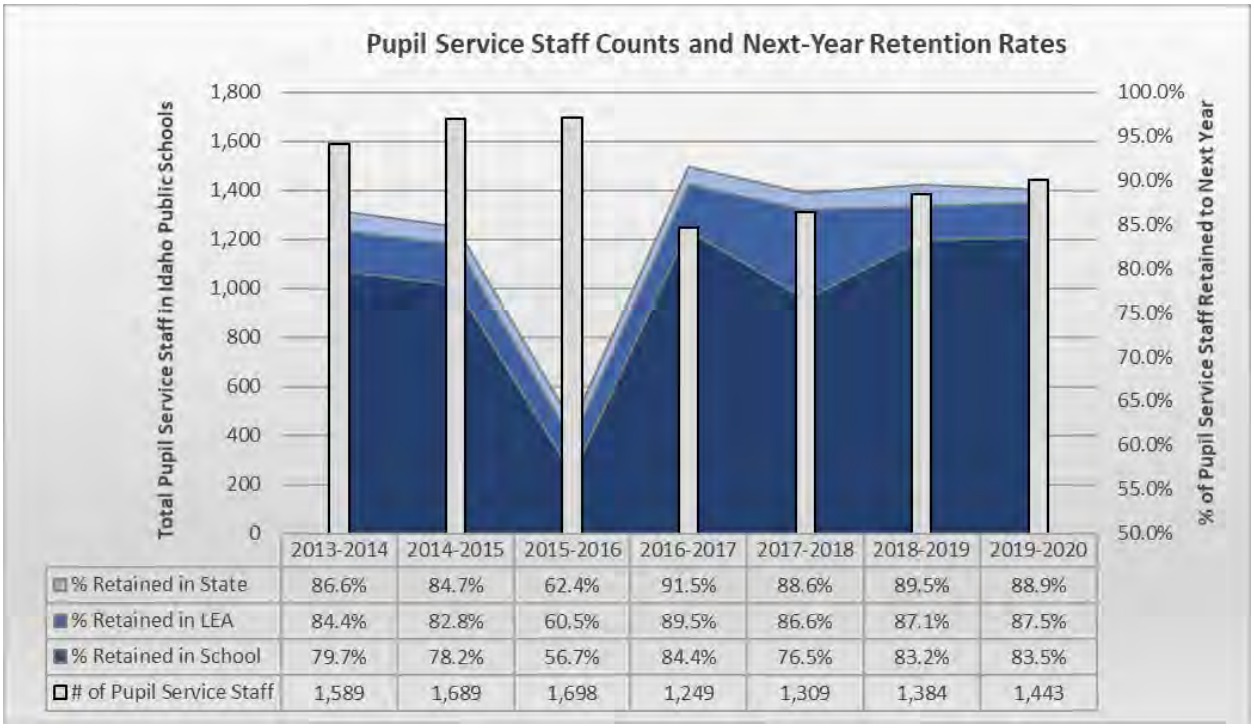
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Retained in State	90.3%	89.0%	90.4%	90.3%	90.8%	91.5%	91.7%
% Retained in LEA	86.9%	85.6%	87.2%	87.3%	87.7%	88.5%	89.2%
% Retained in School	84.1%	83.0%	83.4%	84.0%	83.9%	85.6%	84.5%
# of Instructional Staff	15469	15820	15917	16602	16905	17397	17883

At all levels, Idaho's instructional staff retention rates have increased since the 2014-2015 school year. Additionally, both state and LEA-level retention reached new highs last year, with 91.7% of instructional staff returning to an Idaho school for the 2020-2021 school year. This is in-line with the oft-reported national rate of approximately 92%.

Although school-level retention saw a notable drop last year, this is likely the result of districts shifting instructional staff internally as a response to the COVID-19 pandemic. The lack of a corresponding drop in LEA-level retention indicates that this represents purposeful in-district movement rather than a concerning loss of staff at the school level.

Despite the potential concerns discussed in the previous section, Idaho's retention data have yet to show any negative effects from the pandemic. However, the next year or two could be far more telling. In anecdotal discussions with administrators and teachers in the field, some have cited concerns that the uncertainty of the early pandemic may have kept some educators from acting on a desire to leave the profession. Should the political and social pressures on teachers remain high as we move into a post-pandemic environment, it seems plausible that there could be a corresponding drop in instructional staff retention.

FIGURE 5



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Retained in State	86.6%	84.7%	62.4%	91.5%	88.6%	89.5%	88.9%
% Retained in LEA	84.4%	82.8%	60.5%	89.5%	86.6%	87.1%	87.5%
% Retained in School	79.7%	78.2%	56.7%	84.4%	76.5%	83.2%	83.5%
# of Pupil Service Staff	1,589	1,689	1,698	1,249	1,309	1,384	1,443

Retention rates for Idaho's pupil service staff have also seen modest improvement since the 2013-2014 school year. However, as seen in Figure 5 (above), the upward trend appears to have stalled in the last four years. It should be noted once again that the large apparent drop in retention seen in the 2015-2016 school year is the result the career ladder changing how pupil service staff were reported, not an actual loss of staffing.

B. RETENTION BY EXPERIENCE

As discussed in section II.A of this report, Idaho's instructional staff population has become more experienced over the last five years—however, the distribution contained indicators that this was not due to a major change in retention among experienced educators. Breaking out statewide retention rates by experience level confirms this suspicion.

TABLE 10

Next-Year Retention of Instructional Staff by Experience			
Years of Experience	2015-2016 School Year	2019-2020 School Year	Change in Retention Rate
0-2 Years	87.1%	88.5%	+ 1.3%
3-7 Years	90.2%	93.9%	+ 3.7%
8+ Years	91.9%	91.9%	+ 0.0%

Table 10 compares the next-year retention rates for instructional staff from both the 2015-2016 school year and the 2019-2020 school year. It is broken out into three categories based on years of experience in an instructional assignment: 0-2 years, 3-7 years, and 8 or more years. The career ladder served as the basis for these categories, aligning with the minimum years of experience necessary to be placed on the Residency, Professional, and Advanced Professional rungs respectively. Additionally, possessing eight or more years of experience had been a requirement to qualify for the Master Educator Premium (MEP) program (which provided $4,000 payments annually to qualified educators over three years, but has since been discontinued).

The data show that retention rates among instructional staff with less than eight years of experience have increased since the 2015-2016 school year. This coincides with the building out of the career ladder, which saw the largest salary-based apportionment increases for educators within this experience range. Although the complexity of factors influencing teacher retention makes it inappropriate to conclude direct causation from this data alone, this information appears to support the notion that increasing base compensation can reduce the number of teachers who leave the profession prior to retirement.

This notion is further supported by the complete lack of improvement in the retention of instructional staff with eight or more years of experience. Prior to the creation of the Advanced Professional rung in 2020, the career ladder had largely focused on raising salary-based apportionment for staff earlier in their career. Although the MEP was intended to encourage retention among more experienced educators, the program faced implementation challenges and the application process was criticized by some as being overly onerous. Since the MEP does not appear to have made a measurable difference in the retention of experienced educators, it will be interesting to see if the Advanced Professional rung provides better results by increasing base compensation for this group (as the Residency and Professional rungs appear to have done for less experienced educators).

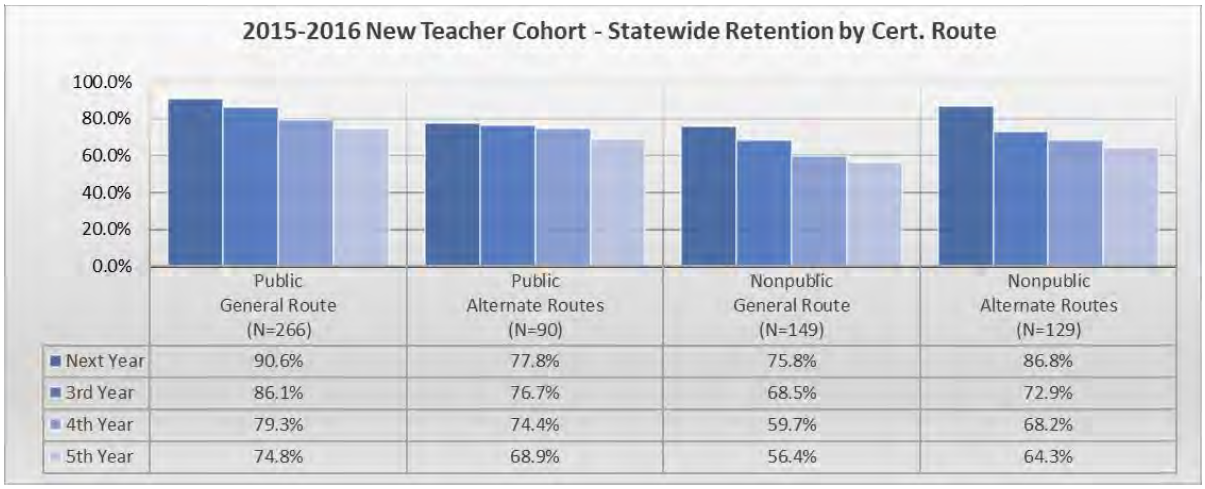
C. RETENTION BY CERTIFICATION ROUTE AND PREPERATION PROGRAM

Some of Idaho's pathways to becoming an educator lead directly into a renewable five-year instructional certificate. These *general* routes involve completion of an undergraduate or graduate program in education along with structured clinical practice in the form of supervised student teaching.

Other pathways lead to a nonrenewable three-year certificate (with certain stipulations that must be satisfied in order to transition to a renewable certificate). These *alternate* routes vary in their requirements, but do not require an education-specific degree and rely upon on-the-job mentoring as a replacement for traditional student teaching. Board-approved alternate routes include the alternative authorizations outlined in administrative rule, as well as the non-traditional programs offered through ABCTE, TFA-I, and CSI.

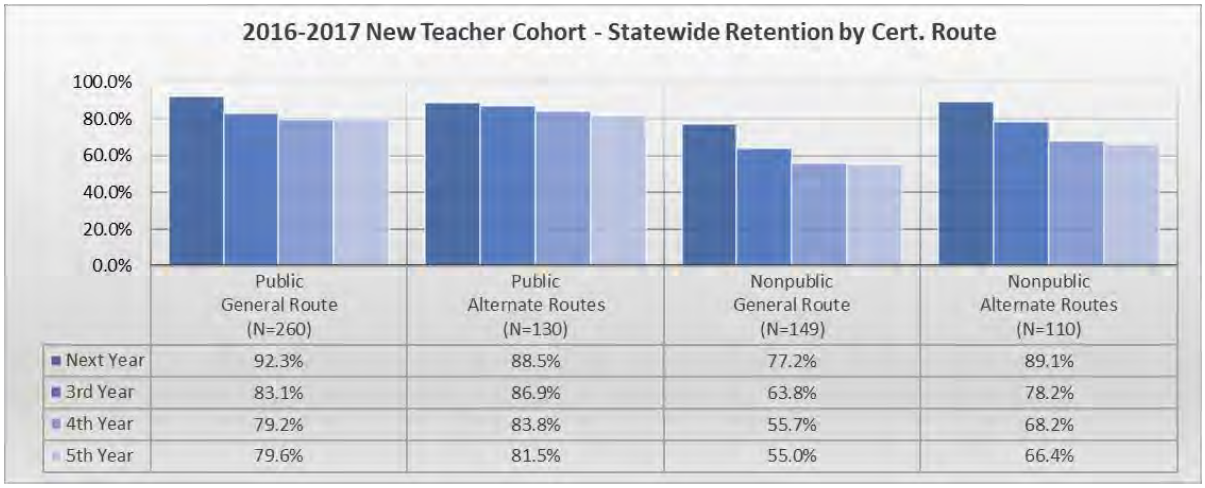
The retention rates for new instructional staff from *general* and *alternate* routes—both public and non-public—are compared in Figures 6 through 10. The data for each new teacher cohort is presented in its own figure, based on the school year in which they started teaching. Where possible, state-level retention rates were calculated for the staff members' first five years. Due to small population sizes, CTE specific routes are not included in these figures.

FIGURE 6



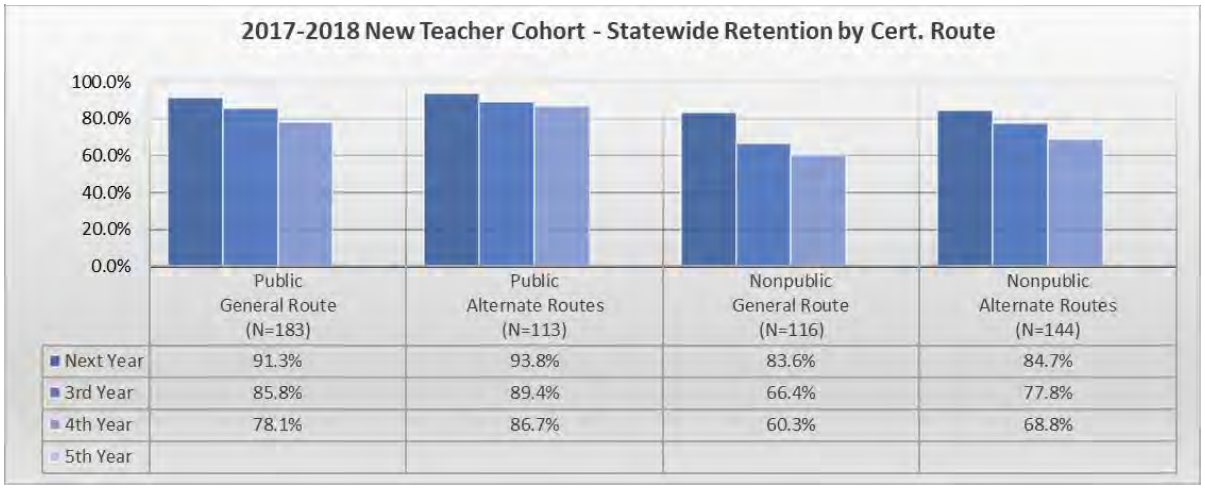
	Public General Route (N=266)	Public Alternate Routes (N=90)	Nonpublic General Route (N=149)	Nonpublic Alternate Routes (N=129)
Next Year	90.6%	77.8%	75.8%	86.8%
3rd Year	86.1%	76.7%	68.5%	72.9%
4th Year	79.3%	74.4%	59.7%	68.2%
5th Year	74.8%	68.9%	56.4%	64.3%

FIGURE 7



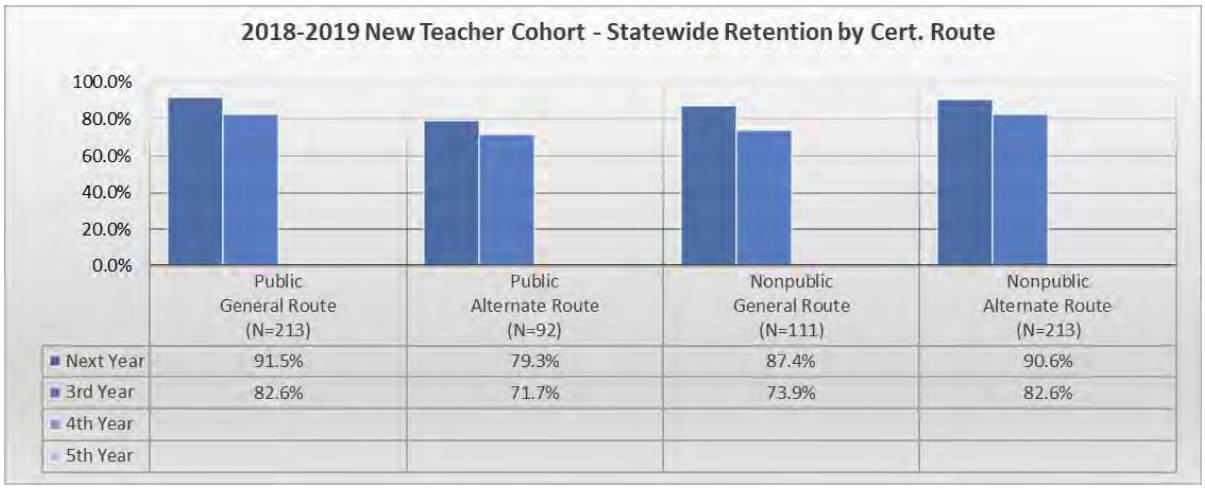
	Public General Route (N=260)	Public Alternate Routes (N=130)	Nonpublic General Route (N=149)	Nonpublic Alternate Routes (N=110)
Next Year	92.3%	88.5%	77.2%	89.1%
3rd Year	83.1%	86.9%	63.8%	78.2%
4th Year	79.2%	83.8%	55.7%	68.2%
5th Year	79.6%	81.5%	55.0%	66.4%

FIGURE 8



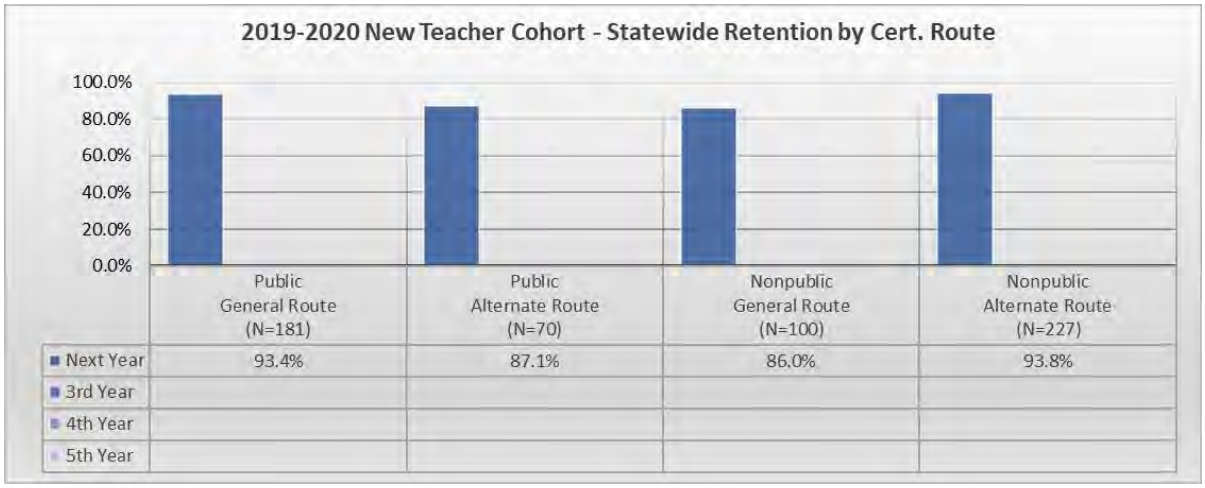
	Public General Route (N=183)	Public Alternate Routes (N=113)	Nonpublic General Route (N=116)	Nonpublic Alternate Routes (N=144)
Next Year	91.3%	93.8%	83.6%	84.7%
3rd Year	85.8%	89.4%	66.4%	77.8%
4th Year	78.1%	86.7%	60.3%	68.8%
5th Year				

FIGURE 9



	Public General Route (N=213)	Public Alternate Route (N=92)	Nonpublic General Route (N=111)	Nonpublic Alternate Route (N=213)
Next Year	91.5%	79.3%	87.4%	90.6%
3rd Year	82.6%	71.7%	73.9%	82.6%
4th Year				
5th Year				

FIGURE 10



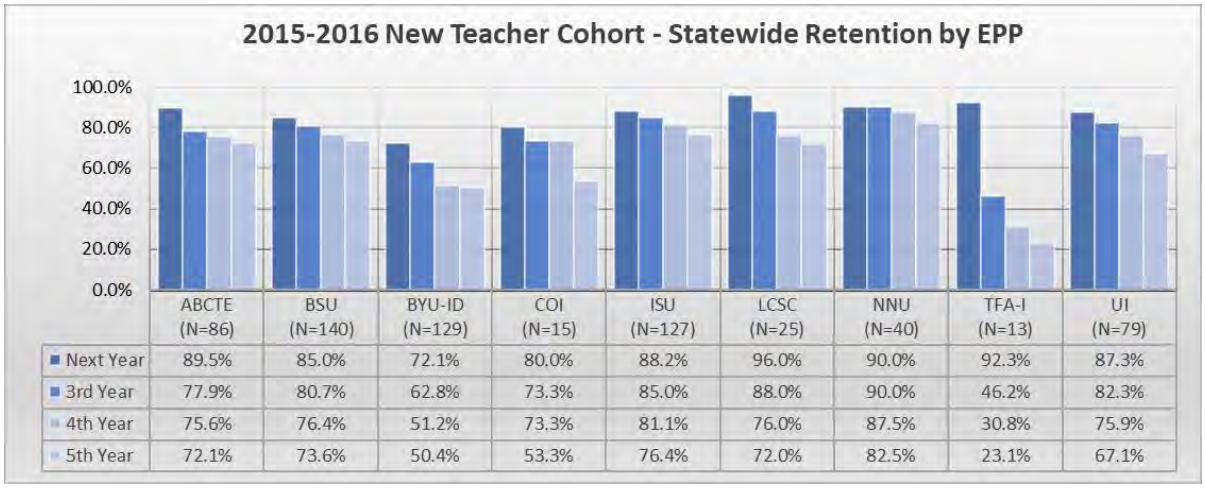
These figures show that instructional staff who were certified through public routes tend to have better retention rates than those from nonpublic routes in the long term (looking at 4th and 5th year rates). Additionally, teachers from public general routes have shown the best retention rates overall in the previous five years. Nonpublic general routes tended to have the lowest retention rates over the same period.

It is notable that with the 2019-2020 cohort, the next-year retention rate for nonpublic alternate routes has improved to become higher than any other group (see Figure 10). However, it remains to be seen if this will carry through over time for this cohort. Historically, nonpublic routes have seen a steeper drop-off in retention over time. If that pattern holds, it is likely that the 4th and 5th year retention rates will still drop below those associated with public general routes.

Further breaking retention data out by educator preparation program (EPP) illuminates some of the nuance behind the trends discussed above. Figures 11 through 15 display retention rates for each of Idaho's Board-approved EPPs, continuing in the same format as the previous figures. Although there are currently ten Board-approved programs in the state, the first two figures only present data on nine programs. This is because CSI did not begin placing new instructional staff through in the field through their non-traditional program until the 2017-2018 school year.

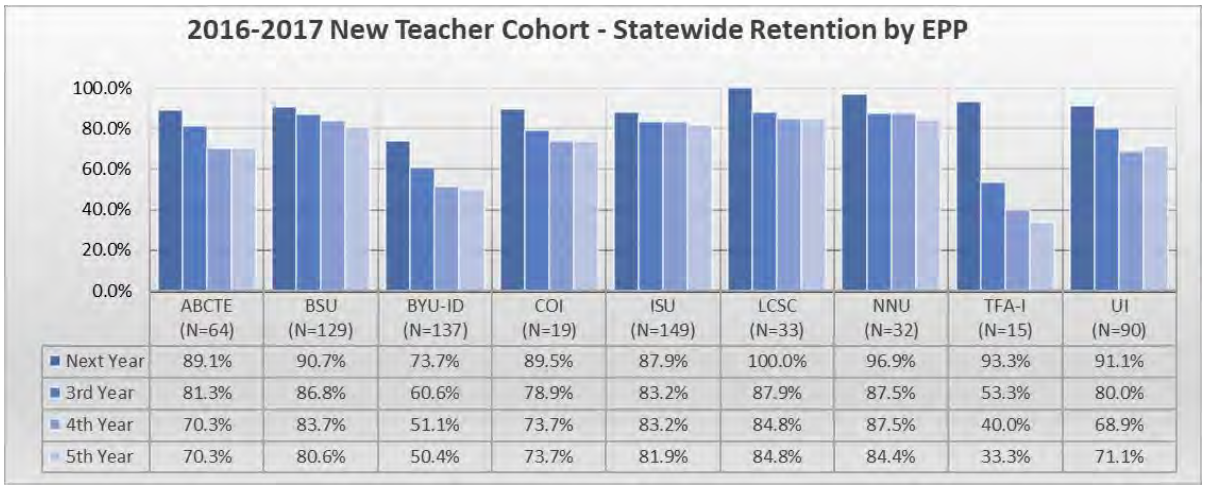
Note: In the following figures, it is possible for the retention rate of a given EPP to go up over time within the same cohort. This is not an error and can happen when individuals return to teaching in Idaho schools after a gap without an instructional assignment (e.g., after pursuing a graduate degree full-time or staying at home with young children).

FIGURE 11



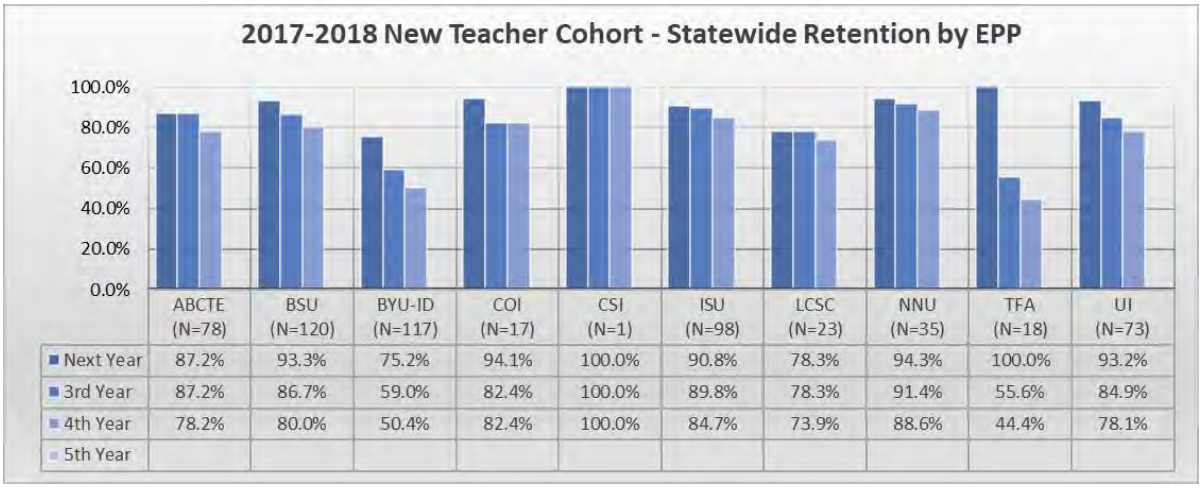
	ABCTE (N=86)	BSU (N=140)	BYU-ID (N=129)	COI (N=15)	ISU (N=127)	LCSC (N=25)	NNU (N=40)	TFA-I (N=13)	UI (N=79)
Next Year	89.5%	85.0%	72.1%	80.0%	88.2%	96.0%	90.0%	92.3%	87.3%
3rd Year	77.9%	80.7%	62.8%	73.3%	85.0%	88.0%	90.0%	46.2%	82.3%
4th Year	75.6%	76.4%	51.2%	73.3%	81.1%	76.0%	87.5%	30.8%	75.9%
5th Year	72.1%	73.6%	50.4%	53.3%	76.4%	72.0%	82.5%	23.1%	67.1%

FIGURE 12



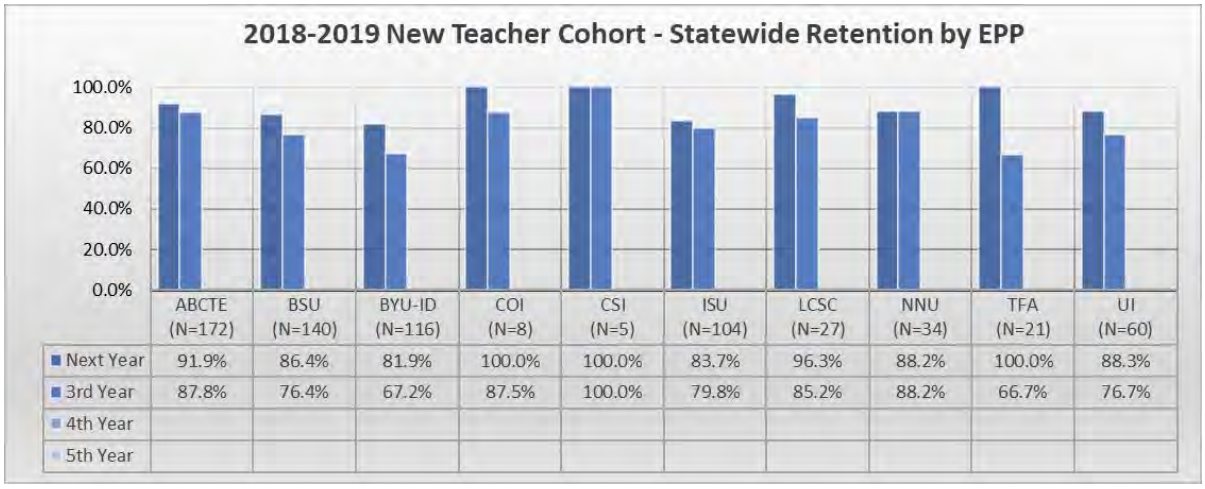
	ABCTE (N=64)	BSU (N=129)	BYU-ID (N=137)	COI (N=19)	ISU (N=149)	LCSC (N=33)	NNU (N=32)	TFA-I (N=15)	UI (N=90)
Next Year	89.1%	90.7%	73.7%	89.5%	87.9%	100.0%	96.9%	93.3%	91.1%
3rd Year	81.3%	86.8%	60.6%	78.9%	83.2%	87.9%	87.5%	53.3%	80.0%
4th Year	70.3%	83.7%	51.1%	73.7%	83.2%	84.8%	87.5%	40.0%	68.9%
5th Year	70.3%	80.6%	50.4%	73.7%	81.9%	84.8%	84.4%	33.3%	71.1%

FIGURE 13



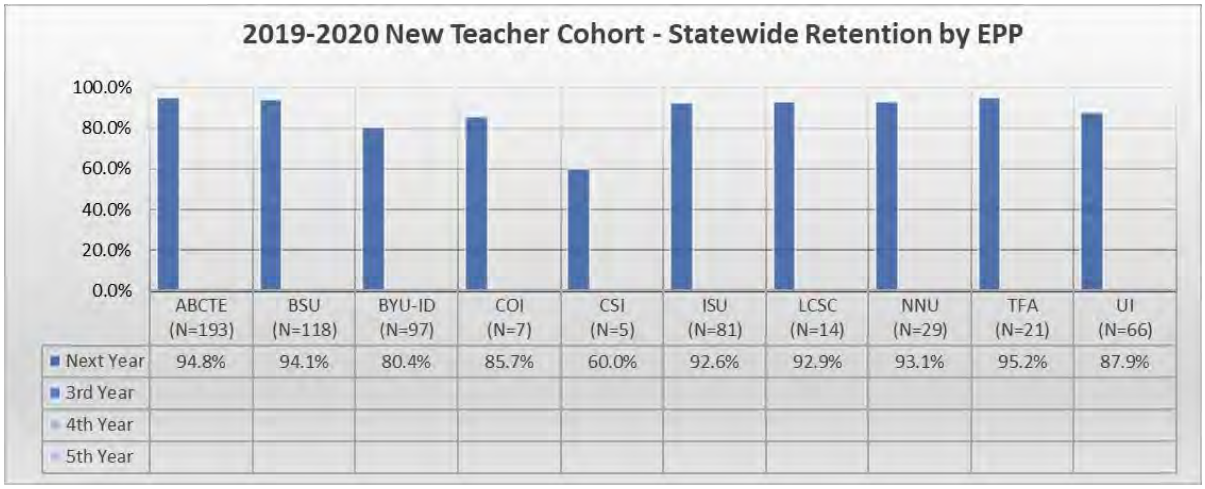
	ABCTE (N=78)	BSU (N=120)	BYU-ID (N=117)	COI (N=17)	CSI (N=1)	ISU (N=98)	LCSC (N=23)	NNU (N=35)	TFA (N=18)	UI (N=73)
Next Year	87.2%	93.3%	75.2%	94.1%	100.0%	90.8%	78.3%	94.3%	100.0%	93.2%
3rd Year	87.2%	86.7%	59.0%	82.4%	100.0%	89.8%	78.3%	91.4%	55.6%	84.9%
4th Year	78.2%	80.0%	50.4%	82.4%	100.0%	84.7%	73.9%	88.6%	44.4%	78.1%
5th Year										

FIGURE 14



	ABCTE (N=172)	BSU (N=140)	BYU-ID (N=116)	COI (N=8)	CSI (N=5)	ISU (N=104)	LCSC (N=27)	NNU (N=34)	TFA (N=21)	UI (N=60)
Next Year	91.9%	86.4%	81.9%	100.0%	100.0%	83.7%	96.3%	88.2%	100.0%	88.3%
3rd Year	87.8%	76.4%	67.2%	87.5%	100.0%	79.8%	85.2%	88.2%	66.7%	76.7%
4th Year										
5th Year										

FIGURE 15



	ABCTE (N=193)	BSU (N=118)	BYU-ID (N=97)	COI (N=7)	CSI (N=5)	ISU (N=81)	LCSC (N=14)	NNU (N=29)	TFA (N=21)	UI (N=66)
Next Year	94.8%	94.1%	80.4%	85.7%	60.0%	92.6%	92.9%	93.1%	95.2%	87.9%
3rd Year										
4th Year										
5th Year										

EPPs with small cohort sizes see a large amount of fluctuation in their retention rate, making it difficult to interpret their data. However, some general observations stand out.

TFA-Idaho has an extremely high next-year retention rate, but it drops precipitously in the 3rd, 4th, and 5th years. This is likely because the Teach for America program entails two years of mentored work as a classroom teacher, ensuring that virtually everyone taking part in their program returns for their second year. Following completion of TFA's program, these educators are able to apply for a renewable Idaho certificate (which is reciprocal with many other states). It appears that relatively few educators from this EPP choose to stay in Idaho public schools once they have satisfied TFA's requirements.

Despite nonpublic general routes showing the lowest rates of retention overall, it appears that Northwest Nazarene University is an outlier within that group. New instructional staff from NNU have consistently shown high rates of retention across all cohorts—and actually had the highest 4th and 5th year retention rates of any Idaho EPP. It is unclear whether this is due to a difference in the population which NNU recruits and serves, aspects of the program itself, or connections that NNU has established with Idaho communities and LEAs. However, the difference is substantial enough that it may warrant further examination to see if it is replicable.

In contrast, instructional staff hailing from BYU-ID have substantially lower rates of retention than those from other traditional programs. Although it is known that a large portion of those enrolled in BYU-ID's program have no intention of teaching in Idaho upon graduation[2], this does not explain the observed difference in retention. That is because these rates only include those who have already chosen to start teaching in Idaho public schools. For whatever reason, this creates an interesting scenario in which BYU-ID produces more completers than any other traditional EPP in the state yet have a comparatively modest number who choose to serve in Idaho schools for the long term.

Retention rates for educators certified through ABCTE also display an interesting pattern. In the cohort years examined, these individuals have relatively high retention rates going into their 2nd or 3rd year of teaching, but tend to have noticeably lower rates of retention going into their 4th year. This is noteworthy for two reasons: 1) ABCTE completers are issued 3-year interim certificates and must meet certain mentoring and evaluation-related requirements to stay certified past that point, and 2) LEAs must decide to offer a renewable contract with additional protections to teachers entering their 4th continuous year of employment. A noticeable drop in retention going into the 4th year could indicate that some portion of those certified through ABCTE are being unsuccessful on either of those fronts. However, it is impossible to determine a conclusive cause without further study. Future pipeline reports should determine if this pattern remains consistent as we gain additional data on more recent cohorts.

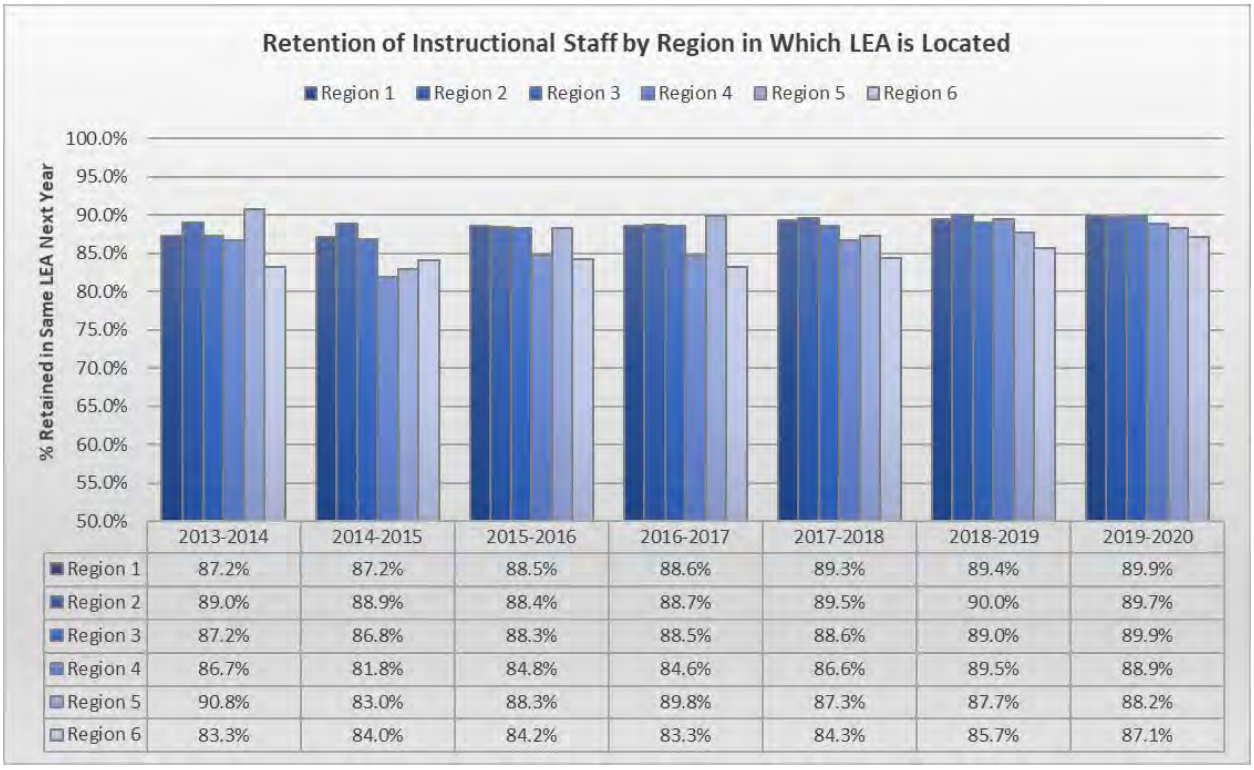
[2] Per responses on an Educational Testing Service (ETS) questionnaire issued to candidates upon taking the Praxis II

D. RETENTION BY REGION AND LOCALE

Idaho is a large and geographically diverse state with a relatively small and inconsistently distributed population. Moreover, surrounding states have historically offered higher compensation to educators—especially for those early in their career and prior to Idaho's implementation of the career ladder. For these reasons, it is important to look beyond state-level retention figures and disaggregate the data in a more nuanced manner.

Figure 16 displays the rates at which instructional staff were retained in the same LEA for next school year, broken out by the region in which the LEA is located. Because this data is looking at LEA-level retention, a low retention rate does not necessarily indicate that teachers in that region were leaving the profession or going to another state. Instead, it could also be an indicator of intrastate mobility—where staff shifted employment to another LEA within Idaho.

FIGURE 16



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Region 1	87.2%	87.2%	88.5%	88.6%	89.3%	89.4%	89.9%
Region 2	89.0%	88.9%	88.4%	88.7%	89.5%	90.0%	89.7%
Region 3	87.2%	86.8%	88.3%	88.5%	88.6%	89.0%	89.9%
Region 4	86.7%	81.8%	84.8%	84.6%	86.6%	89.5%	88.9%
Region 5	90.8%	83.0%	88.3%	89.8%	87.3%	87.7%	88.2%
Region 6	83.3%	84.0%	84.2%	83.3%	84.3%	85.7%	87.1%

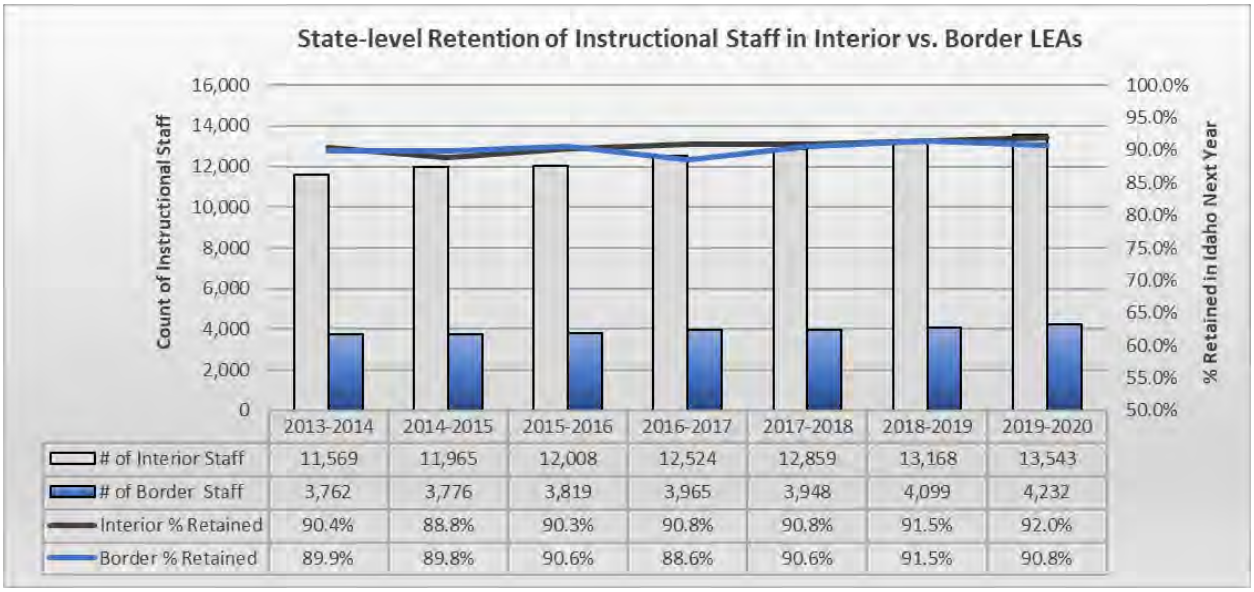
Since the 2013-2014 school year, the retention rate for most regions has improved; the exception being Region 5, which has too much volatility to identify a clear trend. It's also notable that the differences between regions appears to be shrinking over time. This coincides with the implementation of the career ladder and may indicate that teachers are less motivated to change LEAs as the disparity in compensation from one location to the next has decreased.

Despite these improvements, Region 6 continues to experience greater challenges than other regions when it comes to retaining instructional staff. It will be important to address this disparity in the near future, especially since the Department of Labor projections (outlined in section II.B of this report) predict that Region 6 will experience the most growth of any region in the state over the next decade. Combining the fastest growth rate with the lowest teacher retention rate in the same region is a recipe for significant problems in the future.

However, matters look substantially better when examining the loss of instructional staff to other states. Historical accounts—and an abundance of anecdotal statements from administrators—have indicated that LEAs neighboring other states face greater difficulties in retaining teachers, who may be attracted to greater compensation in districts just a short drive across the border. Previous educator pipeline work had noted an apparent improvement in this problem, correlating with the implementation of the career ladder. The most recent data examined for this report lends further credence to that observation.

Figure 17 compares the next-year, state-level retention rates of interior and border LEAs. Border LEAs were defined as districts whose official boundaries touch a state border, as well as charters who are located within 25 miles of the border. Surprisingly, there no longer appears to be a substantial difference between the two. In fact, the state-level retention rate for border LEAs is only about 0.5% lower than that of interior LEAs when comparing averages of the last three years. Although Idaho has not reached full parity on this issue, the data indicates that staffing challenges specific to border LEAs are not the dire concern that they were in the past.

FIGURE 17



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of Interior Staff	11,569	11,965	12,008	12,524	12,859	13,168	13,543
# of Border Staff	3,762	3,776	3,819	3,965	3,948	4,099	4,232
Interior % Retained	90.4%	88.8%	90.3%	90.8%	90.8%	91.5%	92.0%
Border % Retained	89.9%	89.8%	90.6%	88.6%	90.6%	91.5%	90.8%

Finally, it is important to examine the effects of locale-type on instructional staff retention. Idaho's LEAs range from small rural schoolhouses to large urban districts with dozens of facilities and thousands of staff. The factors that influence staffing are unlikely to be the same across such disparate local contexts.

The National Center for Educational Statistics (NCES) has developed a set of codes that classify urban and rural locales in a more granular fashion than the U.S. Census (a detailed breakdown of these classifications can be found in Appendix B). Table 11 shows the rate at which instructional staff were retained in the same LEA to the next year, disaggregated by NCES locale-type and arranged by school year.

TABLE 11

Next-Year Retention of Instructional Staff in Same LEA by Locale Type					
NCES Locale Classification	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
12-City: Mid-size	89.4%	90.2%	92.9%	91.4%	91.1%
13-City: Small	88.3%	91.1%	88.3%	88.6%	89.6%
21-Suburb: Large	90.8%	90.1%	90.3%	91.2%	91.6%
22-Suburb: Mid-size	86.0%	86.5%	84.1%	86.0%	90.4%
23-Suburb: Small	85.0%	85.4%	85.7%	86.1%	89.3%
31-Town: Fringe	85.6%	86.4%	87.3%	88.0%	90.5%
32-Town: Distant	87.1%	87.5%	85.7%	87.6%	88.4%
33-Town: Remote	87.0%	85.5%	88.0%	90.0%	89.3%
41-Rural: Fringe	82.6%	84.5%	85.5%	87.1%	87.8%
42-Rural: Distant	86.4%	85.3%	85.2%	86.8%	86.7%
43-Rural: Remote	86.0%	80.1%	86.8%	85.5%	84.3%
Overall Statewide	**87.2%**	**87.3%**	**87.7%**	**88.6%**	**89.4%**

NOTE: Highlighting indicates that the locale-specific retention rate was more than 1% below the overall statewide rate for that school year.

Over the last five years, retention rates have been the lowest in rural locales (especially those considered remote). This is unsurprising and confirms the continuation of a known issue: That truly rural LEAs struggle to keep educators who have the opportunity to move towards larger districts with more resources as they gain experience. More surprising is that small and mid-size suburbs also tended to exhibit lower than average retention rates. The reason for this is less clear, but could be due to their close proximity to an urban center (like Boise) that often has the ability to offer greater compensation than most LEAs in the state.

IV. CONCLUSION

Idaho is a state facing tremendous growth. As the population continues to boom in coming years, so too will the demand for educators to serve it. However, there are reasons to be concerned about Idaho's ability to meet that demand without additional work.

New educators from Idaho's EPPs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet most individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and LEAs along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

Finally, there are early signs that the changing social and political context of public education may soon lead to an increase in educators leaving the field early. Should this come to fruition, it would likely take urgent and dramatic action to recruit and retain a sufficient number of educators to avoid serious issues. It will be important to monitor staffing data closely over the next year or two in order to identify any such changes as early as possible.

Subject Area Category	End. Code	Endorsement Name (Not all endorsements are currently available)
Administrator	7054	Charter Administrator
Administrator	55	CTE Administrator (6-12)
Administrator	7046	Director of Special Education (Pre-K-12)
Administrator	7051	Elementary School Principal
Administrator	7053	School Principal (Pre-K-12)
Administrator	7052	Secondary School Principal
Administrator	7050	Superintendent (Pre-K-12)
Administrator	7047	Supervisor/Coord Special Ed
Agriculture, Food, and Natural Resources	8921	Agricultural Science and Technology (5-9)
Agriculture, Food, and Natural Resources	7921	Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	9921	CTE - Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	120	CTE OS - Ag Leadership and Communications (6-12)
Agriculture, Food, and Natural Resources	119	CTE OS - Agribusiness (6-12)
Agriculture, Food, and Natural Resources	130	CTE OS - Agricultural Power Machinery (6-12)
Agriculture, Food, and Natural Resources	110	CTE OS - Agricultural Production (6-12)
Agriculture, Food, and Natural Resources	131	CTE OS - Agriculture Mechanics & Power Systems
Agriculture, Food, and Natural Resources	108	CTE OS - Animal Health & Veterinary Sci (6-12)
Agriculture, Food, and Natural Resources	118	CTE OS - Animal Science (6-12)
Agriculture, Food, and Natural Resources	161	CTE OS - Aquaculture (6-12)
Agriculture, Food, and Natural Resources	175	CTE OS - Ecology and Natural Resource Mgmt (6-12)
Agriculture, Food, and Natural Resources	6204	CTE OS - Environmental & Pollution Control (6-12)
Agriculture, Food, and Natural Resources	114	CTE OS - Farm & Ranch Management (6-12)
Agriculture, Food, and Natural Resources	140	CTE OS - Food Science & Processing Tech (6-12)
Agriculture, Food, and Natural Resources	170	CTE OS - Forestry (6-12)
Agriculture, Food, and Natural Resources	150	CTE OS - Horticulture (6-12)
Agriculture, Food, and Natural Resources	174	CTE OS - Natural Resource Management (6-12)
Agriculture, Food, and Natural Resources	151	CTE OS - Ornamental Horticulture (6-12)
Agriculture, Food, and Natural Resources	152	CTE OS - Plant and Soil (6-12)
Agriculture, Food, and Natural Resources	5992	CTE OS - Water/Waste Water Technology (6-12)
Agriculture, Food, and Natural Resources	7920	General Agriculture 6/12
Agriculture, Food, and Natural Resources	7091	Voc Agriculture 6/12
Audiology and Speech-Language Pathology	7018	Audiology
Audiology and Speech-Language Pathology	7025	Speech-Language Pathologist
Business and Marketing	7939	Basic Business 6/12
Business and Marketing	4023	Business Data Processing
Business and Marketing	8935	Business Ed 6/9
Business and Marketing	7937	Business Ed Accounting
Business and Marketing	7930	Business Ed-Office Occupation
Business and Marketing	7935	Business Education 6/12
Business and Marketing	6060	Business Systems/Computer Tech
Business and Marketing	8093	Business Technology Education (5-9)
Business and Marketing	7093	Business Technology Education (6-12)
Business and Marketing	9093	CTE - Business Technology Education (6-12)
Business and Marketing	9092	CTE - Marketing Technology Education (6-12)
Business and Marketing	4075	CTE OS - Accounting (6-12)

Business and Marketing	4012	CTE OS - Administrative Services (6-12)
Business and Marketing	109	CTE OS - Ag Business Mgmt (6-12)
Business and Marketing	4077	CTE OS - Applied Accounting (6-12)
Business and Marketing	4010	CTE OS - Bookkeeping (6-12)
Business and Marketing	4022	CTE OS - Business Digital Communications (6-12)
Business and Marketing	4017	CTE OS - Business Management (6-12)
Business and Marketing	4015	CTE OS - Business Management/Finance (6-12)
Business and Marketing	1087	CTE OS - Hospitality Management (6-12)
Business and Marketing	1010	CTE OS - Marketing (6-12)
Business and Marketing	4020	CTE OS - Microcomputer Applications (6-12)
Business and Marketing	4080	CTE OS - Paralegal/Legal Assisting (6-12)
Business and Marketing	1080	CTE OS - Sales (6-12)
Business and Marketing	4025	CTE OS - Word Processing Technology (6-12)
Business and Marketing	4030	General Office Clerical
Business and Marketing	4070	General Office Secretarial
Business and Marketing	7960	Marketing Ed 6/12
Business and Marketing	8960	Marketing Ed 6/9
Business and Marketing	8092	Marketing Technology Education (5-9)
Business and Marketing	7092	Marketing Technology Education (6-12)
Business and Marketing	8244	Motel/Hotel Management
Business and Marketing	7933	Secretarial Science 6/12
Business and Marketing	7095	Voc Office Occup-Clerical 6/12
Business and Marketing	73	Vocational Office Occupational
Career and Work Based Advising	7016	CTE - Career Counselor (6-12)
Career and Work Based Advising	99	CTE OS - Work Based Learning Coordinator (6-12)
Career and Work Based Advising	7017	Professional-Tech Counselor
Career and Work Based Advising	7099	Work-Based Learning Coord
Communications & Media	8144	Communication (5-9)
Communications & Media	7144	Communication (6-12)
Communications & Media	7141	Communication/Drama 6/12
Communications & Media	8141	Communication/Drama 6/9
Communications & Media	6192	CTE OS - Commercial Photography (6-12)
Communications & Media	6197	CTE OS - Digital Media Production (6-12)
Communications & Media	6190	CTE OS - Graphic Design (6-12)
Communications & Media	6180	CTE OS - Journalism (6-12)
Communications & Media	6195	CTE OS - Television Production/Broadcasting (6-12)
Communications & Media	7135	Debate 6/12
Communications & Media	8134	Journalism (5-9)
Communications & Media	7134	Journalism (6-12)
Communications & Media	7136	Speech 6/12
Communications & Media	8136	Speech 6/9
Elementary	7010	All Subjects (K-8)
Elementary	7011	All Subjects 1/8
Elementary	7009	All Subjects K/3
Engineering and Technology	6203	Chemical Technology
Engineering and Technology	9401	CTE - Engineering (6-12)
Engineering and Technology	9981	CTE - Technology Education (6-12)

Engineering and Technology	6131	CTE OS - Architectural Drafting Technology (6-12)
Engineering and Technology	5016	CTE OS - Civil Engineering Technology (6-12)
Engineering and Technology	6130	CTE OS - Drafting and Design (6-12)
Engineering and Technology	5030	CTE OS - Electrical Technology (9-12)
Engineering and Technology	5019	CTE OS - Electromechanical Technology (6-12)
Engineering and Technology	5018	CTE OS - Electronics Technology (6-12)
Engineering and Technology	5014	CTE OS - General Engineering (PLW) (6-12)
Engineering and Technology	6132	CTE OS - Mechanical Drafting Technology (6-12)
Engineering and Technology	5015	CTE OS - Pre-Engineering Technology (6-12)
Engineering and Technology	5025	CTE OS - Semiconductor Technology (6-12)
Engineering and Technology	7988	Drafting 6/12
Engineering and Technology	7985	Electricity/Electronics 6/12
Engineering and Technology	7990	Engineering (6-12)
Engineering and Technology	6200	Nuclear Power & Radiation Tech
Engineering and Technology	5017	Surveying Technology
Engineering and Technology	7981	Technology Education (6-12)
English as a Second Language (ESL)	7038	Bilingual Education (K-12)
English as a Second Language (ESL)	7125	English as a New Language 6/12
English as a Second Language (ESL)	7126	English as a Second Language (ESL) (K-12)
English Language Arts (ELA)	8120	English (5-9)
English Language Arts (ELA)	7120	English (6-12)
English Language Arts (ELA)	7165	English Generalist 6/12
English Language Arts (ELA)	7139	Literacy (K-12)
English Language Arts (ELA)	7138	Literacy 6/12
English Language Arts (ELA)	8138	Literacy 6/9
Family and Consumer Sciences	7950	Consumer Ec 6/12
Family and Consumer Sciences	9971	CTE - Family and Consumer Sciences (6-12)
Family and Consumer Sciences	3022	CTE OS - Child Development & Services (6-12)
Family and Consumer Sciences	3020	CTE OS - Child Development Care & Guidance (6-12)
Family and Consumer Sciences	6262	CTE OS - Cosmetology (6-12)
Family and Consumer Sciences	3025	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	3027	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	74	CTE OS - Family & Consumer Sciences (6-12)
Family and Consumer Sciences	3030	CTE OS - Fashion and Interiors (6-12)
Family and Consumer Sciences	3023	CTE OS - Food Service (6-12)
Family and Consumer Sciences	1085	CTE OS - Hospitality Services (6-12)
Family and Consumer Sciences	8971	Family and Consumer Sciences (5-9)
Family and Consumer Sciences	7971	Family and Consumer Sciences (6-12)
Family and Consumer Sciences	7970	General Home Economics 6/12
Family and Consumer Sciences	6506	Meat Cutter
Family and Consumer Sciences	6350	Upholstering
Family and Consumer Sciences	7094	Vocational Home Economics 6/12
Health Professions & Public Safety	2011	CTE OS - Dental Assisting (6-12)
Health Professions & Public Safety	2030	CTE OS - Dietitian (6-12)
Health Professions & Public Safety	2085	CTE OS - Emergency Medical Technician (6-12)
Health Professions & Public Safety	6280	CTE OS - Firefighting (6-12)
Health Professions & Public Safety	6282	CTE OS - Law Enforcement (6-12)

Health Professions & Public Safety	2096	CTE OS - Medical Administrative Assisting (6-12)
Health Professions & Public Safety	2094	CTE OS - Medical Assisting (6-12)
Health Professions & Public Safety	2080	CTE OS - Mental Health Assistant (6-12)
Health Professions & Public Safety	2033	CTE OS - Nursing Assistant (6-12)
Health Professions & Public Safety	2000	CTE OS - Orientation to Health Professions (6-12)
Health Professions & Public Safety	2087	CTE OS - Paramedic (6-12)
Health Professions & Public Safety	2095	CTE OS - Pharmacy Technician (6-12)
Health Professions & Public Safety	2032	CTE OS - Practical Nursing (6-12)
Health Professions & Public Safety	2060	CTE OS - Radiologic Technician (6-12)
Health Professions & Public Safety	2050	CTE OS - Rehab/Therapeutic Services (6-12)
Health Professions & Public Safety	2055	CTE OS - Rehabilitation Services (6-12)
Health Professions & Public Safety	2093	CTE OS - Respiratory Therapy (6-12)
Health Professions & Public Safety	6283	CTE OS - Security (6-12)
Health Professions & Public Safety	2098	CTE OS - Sports Medicine/Athletic Trng (6-12)
Health Professions & Public Safety	2035	CTE OS - Surgical Technician (6-12)
Health Professions & Public Safety	2015	Dental Hygiene
Health Professions & Public Safety	2013	Dental Laboratory Technology
Health Professions & Public Safety	4060	Medical Professional Assistant
Health Professions & Public Safety	2099	Personal Trainer
Information and Computer Sciences	7321	Computer Applications
Information and Computer Sciences	8400	Computer Science (5-9)
Information and Computer Sciences	7400	Computer Science (6-12)
Information and Computer Sciences	4021	CTE OS - Computer Graphic Communication (6-12)
Information and Computer Sciences	6157	CTE OS - Computer Science PLTW (6-12)
Information and Computer Sciences	6155	CTE OS - Computer Science/Info Tech (6-12)
Information and Computer Sciences	6156	CTE OS - Computer Support (6-12)
Information and Computer Sciences	4024	CTE OS - Information/Communication Tech (6-12)
Information and Computer Sciences	6153	CTE OS - Network & Computer Support (6-12)
Information and Computer Sciences	4026	CTE OS - Network Support Technician (6-12)
Information and Computer Sciences	6154	CTE OS - Networking Support (6-12)
Information and Computer Sciences	6158	CTE OS - Programming & Software Development (6-12)
Information and Computer Sciences	6151	CTE OS - Programming & Web Technologies (6-12)
Information and Computer Sciences	6159	CTE OS - Web Design and Development (6-12)
Life and Physical Sciences	8421	Biological Science (5-9)
Life and Physical Sciences	7421	Biological Science (6-12)
Life and Physical Sciences	8440	Chemistry (5-9)
Life and Physical Sciences	7440	Chemistry (6-12)
Life and Physical Sciences	8451	Earth and Space Science (5-9)
Life and Physical Sciences	7451	Earth and Space Science (6-12)
Life and Physical Sciences	7422	Environmental Science 6/12
Life and Physical Sciences	8452	Geology (5-9)
Life and Physical Sciences	7452	Geology (6-12)
Life and Physical Sciences	8420	Natural Science (5-9)
Life and Physical Sciences	7420	Natural Science (6-12)
Life and Physical Sciences	8430	Physical Science (5-9)
Life and Physical Sciences	7430	Physical Science (6-12)
Life and Physical Sciences	8450	Physics (5-9)

Life and Physical Sciences	7450	Physics (6-12)
Life and Physical Sciences	8453	Science - Middle Level (5-9)
Mathematics	7169	Math Generalist 6/12
Mathematics	7320	Mathematics - Basic (6-12)
Mathematics	8320	Mathematics - Middle Level (5-9)
Mathematics	8300	Mathematics (5-9)
Mathematics	7300	Mathematics (6-12)
Occupational and Physical Therapy	9000	Occupational Therapist
Occupational and Physical Therapy	7000	Occupational Therapist
Occupational and Physical Therapy	9001	Physical Therapist
Occupational and Physical Therapy	7001	Physical Therapist
Online Teacher	7989	Online-Teacher (PK-12)
Other	7041	Bible Instruction
Other	7515	Drill Team
Other	7924	Driver Education
Other	7028	Gifted and Talented (K-12)
Other	7080	Junior ROTC
Other	7096	Multi-Occupations 6/12
Other	76	Multi-Occupations 6/12
Other	7081	Prevention Specialist
Other	98	Related Subjects
Other	7100	Student Services Specialist
Physical and Health Education	8520	Health (5-9)
Physical and Health Education	7520	Health (6-12)
Physical and Health Education	7521	Health (K-12)
Physical and Health Education	7513	P.E. & Health 6/12
Physical and Health Education	8510	Physical Education (PE) (5-9)
Physical and Health Education	7512	Physical Education (PE) (6-12)
Physical and Health Education	7511	Physical Education (PE) (K-12)
School Counselor	7015	Advanced Counselor K/12
School Counselor	7022	School Counselor (K-12)
School Nurse	7005	School Nurse
School Nurse	7027	School Nurse
School Psychology	7006	Psychological Examiner
School Psychology	7024	School Psychologist
School Social Worker	7026	School Social Worker
Social Sciences and History	7223	American Government 6/12
Social Sciences and History	7222	American Government/ Political Science (6-12)
Social Sciences and History	8222	American Government/Political Science (5-9)
Social Sciences and History	7234	Anthropology 6/12
Social Sciences and History	8228	Economics (5-9)
Social Sciences and History	7228	Economics (6-12)
Social Sciences and History	8226	Geography (5-9)
Social Sciences and History	7226	Geography (6-12)
Social Sciences and History	8221	History (5-9)
Social Sciences and History	7221	History (6-12)
Social Sciences and History	7168	History Generalist 6/12

Social Sciences and History	8133	Humanities (5-9)
Social Sciences and History	7133	Humanities (6-12)
Social Sciences and History	7230	Philosophy 6/12
Social Sciences and History	7227	Political Science 6/12
Social Sciences and History	7171	Political Science/Government Generalist 6/12
Social Sciences and History	8231	Psychology (5-9)
Social Sciences and History	7231	Psychology (6-12)
Social Sciences and History	8220	Social Studies - Middle Level (5-9)
Social Sciences and History	8200	Social Studies (5-9)
Social Sciences and History	7200	Social Studies (6-12)
Social Sciences and History	8229	Sociology (5-9)
Social Sciences and History	7229	Sociology (6-12)
Social Sciences and History	8236	Sociology/Anthropology (5-9)
Social Sciences and History	7236	Sociology/Anthropology (6-12)
Special Education	7083	Blended EC/EC Special Ed (Birth-Gr 3)
Special Education	7014	Blended Elementary Ed/Elementary Special Ed (4-6)
Special Education	7030	Deaf/Hard of Hearing (Pre-K-12)
Special Education	7021	Early Childhood PreK/3
Special Education	7019	Early Childhood Special Education (PK-3)
Special Education	7037	Exceptional Child Generalist (6-12)
Special Education	7029	Exceptional Child Generalist (K-12)
Special Education	7036	Exceptional Child Generalist (K-8)
Special Education	7033	Multiple Impairment K/12
Special Education	7034	Physical Impairment K/12
Special Education	7031	Serious/Emotion Disturbed K/12
Special Education	7032	Severe Retardation K/12
Special Education	7035	Visual Impairment (Pre-K-12)
Special Education	7097	Vocational Special Needs
Teacher Leader	7297	Teacher Leader - Instructional Specialist
Teacher Leader	7299	Teacher Leader - Mathematics
Teacher Leader	7045	Teacher Leader - Special Education
Teacher Librarian	7020	Teacher Librarian (K-12)
Trades and Industry	6041	Aircraft Mech/Airframe & Power
Trades and Industry	6045	Aviation and Airway Science
Trades and Industry	5023	Computer Assisted Production
Trades and Industry	6148	CTE OS - Alternative Energy Technology (6-12)
Trades and Industry	6032	CTE OS - Auto Maintenance & Light Repair (6-12)
Trades and Industry	5022	CTE OS - Automated Manufacturing (6-12)
Trades and Industry	6031	CTE OS - Automotive Collision Repair (6-12)
Trades and Industry	6105	CTE OS - Cabinetmaking & Bench Carpentry (6-12)
Trades and Industry	6101	CTE OS - Carpentry (6-12)
Trades and Industry	6236	CTE OS - Certified Welding (6-12)
Trades and Industry	6108	CTE OS - Construction Trades Technology (6-12)
Trades and Industry	6112	CTE OS - Digital Home Technology (6-12)
Trades and Industry	6120	CTE OS - Heavy Equipment/Diesel Technology (6-12)
Trades and Industry	6010	CTE OS - HVAC Technology (6-12)
Trades and Industry	6109	CTE OS - Industrial Mechanics (6-12)

Trades and Industry	5112	CTE OS - Instrumentation Technology (6-12)
Trades and Industry	5020	CTE OS - Manufacturing Technician (6-12)
Trades and Industry	6103	CTE OS - Masons & Tile Setters (6-12)
Trades and Industry	6015	CTE OS - Plumbing Technology (6-12)
Trades and Industry	6232	CTE OS - Precision Machining (6-12)
Trades and Industry	6310	CTE OS - Small Engine Repair/Power Sports (6-12)
Trades and Industry	6102	Electrician
Trades and Industry	6145	Environmental Control Tech
Trades and Industry	7980	Industrial Arts 6/12
Trades and Industry	6152	Industrial Electronics
Trades and Industry	7982	Industrial Technology 6/12
Trades and Industry	6142	Lineworker
Trades and Industry	6020	Major Appliance Repair
Trades and Industry	6035	Marine Mechanic
Trades and Industry	6110	Paint&Wallcover/Building Maint
Trades and Industry	6241	Quality Control Technology
Trades and Industry	6898	Truck and Bus Driving
Trades and Industry	7098	Vocational Industrial Tech
Visual & Performing Arts	7040	Applied Music
Visual & Performing Arts	7853	Arts & Crafts 6/12
Visual & Performing Arts	7514	Dance 6/12
Visual & Performing Arts	8820	Music (5-9)
Visual & Performing Arts	7820	Music (6-12)
Visual & Performing Arts	7810	Music (K-12)
Visual & Performing Arts	7825	Music Specialist K/8
Visual & Performing Arts	7870	Photography 6/12
Visual & Performing Arts	8137	Theater Arts (5-9)
Visual & Performing Arts	7137	Theater Arts (6-12)
Visual & Performing Arts	8852	Visual Arts (5-9)
Visual & Performing Arts	7852	Visual Arts (6-12)
Visual & Performing Arts	7851	Visual Arts (K-12)
World Language	7770	American Indian Language
World Language	7700	World Language (6-12)
World Language	7710	World Language (K-12)
World Language	7702	World Language - American Sign Language (6-12)
World Language	7701	World Language - American Sign Language (K-12)
World Language	7781	World Language - Arabic (6-12)
World Language	8796	World Language - Chinese (5-9)
World Language	7796	World Language - Chinese (6-12)
World Language	7715	World Language - Chinese (K-12)
World Language	7798	World Language - Czech (K-12)
World Language	8830	World Language - French (5-9)
World Language	7730	World Language - French (6-12)
World Language	7712	World Language - French (K-12)
World Language	7740	World Language - German (6-12)
World Language	7713	World Language - German (K-12)
World Language	7780	World Language - Greek (K-12)

World Language	7794	World Language - Hebrew (K-12)
World Language	7793	World Language - Italian (K-12)
World Language	7792	World Language - Japanese (K-12)
World Language	7795	World Language - Korean (K-12)
World Language	7750	World Language - Latin (K-12)
World Language	7790	World Language - Persian (K-12)
World Language	7791	World Language - Portuguese (K-12)
World Language	7760	World Language - Russian (6-12)
World Language	7714	World Language - Russian (K-12)
World Language	7797	World Language - Slovak (K-12)
World Language	8720	World Language - Spanish (5-9)
World Language	7720	World Language - Spanish (6-12)
World Language	7711	World Language - Spanish (K-12)

NCES Locale Classifications and Criteria

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). For additional information about the locale criteria, see the Locale Boundaries User's Manual.

City – Large (11): Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize (12): Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small (13): Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large (21): Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize (22): Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small (23): Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe (31): Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant (32): Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote (33): Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

SUBJECT

School District Trustee Zones Boundaries

REFERENCE

April 21, 2011	Board approved requirements for school district trustee zone equalization proposals.
August 11, 2011	Board approved 41 and rejected 13 school district rezoning proposals
October 20, 2011	Board approved remaining trustee rezoning proposals.
April 18, 2013	Board approved two school district rezoning proposals.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.
January 13, 2022	Board approved school district Board of trustee rezoning requests triggered by the 2020 decennial census.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-313, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-313, Idaho Code, each school district must evaluate and submit a proposal to the State Board of Education (Board) to redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census. Each school district is required to present to the Board a proposal for equalizing zones within 120 days following the release of the decennial census report. Once submitted to the Board, the Board has 60 days to act on the proposals. Section 33-313, Idaho Code is not specific to what constitutes equalization.

At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
  - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
  - Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block

boundaries will accurately account for all individuals within that census block.

- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for the population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
  - A copy of the legal description of each trustee zone prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
  - A map of the district showing each trustee zone
  - The population of each trustee zone
  - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
  - A list of sources used for data to create the proposal
  - Determination of the number of trustee zones and the date of expiration of the term of office for each trustee.
- Maps submitted with the proposal must include:
  - The proposed trustee zone boundaries
  - The existing trustee zone boundaries
  - Clearly delineate which is the existing and which is the proposed trustee zone boundary
  - Include the census block boundaries and populations within each block

At the January 13, 2022 Special Board meeting the Board did not approve trustee zone boundaries for West Jefferson School District and North Gem School District. Complete material was not provided in time to make it on the February Board meeting agenda. The two proposals are now complete and are being brought before the Board for consideration. Additionally, since the January approvals, an error has been identified in the Sugar-Salem School District re-zoning proposal. The change will move one census block from zone 5 to zone 3. In total, the Board will be considering three school district proposals for trustee zone boundaries.

IMPACT

Approval of the recommended school district rezoning proposals will bring the trustee zones into compliance with Section 33-313, Idaho Code and complete the approval or consideration of the remaining school district boundaries.

ATTACHMENTS

Attachment 1 – North Gem School District
Attachment 2 – Sugar Salem School District
Attachment 3 – West Jefferson School District

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-313, Idaho Code, any proposal to define the boundaries of the trustee zones in a school district must include the determination of the number of trustee zones and the date of expiration of the term of office for each trustee. Any proposal must also include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective. Consistent with the requirements in Section 33-308, Idaho Code, the Board has required all submitted legal descriptions "be prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property."

The Board has sixty (60) days after it has received a proposal to approve or disapprove the proposal. Should the Board disapprove a proposal, a board of trustees has forty-five (45) days to submit a revised proposal to the Board for consideration. Following approval of any amended trustee zones, the approved legal description of each trustee zone and map of the district showing how each trustee zone will appear must be filed by the school district board of trustees with the applicable county clerk. The Idaho 2020 Census Data was released on August 12, 2021, so the 120 day deadline was December 10, 2021. The Board received the proposals from the State Department of Education on January 5, 2022. The Board has 60 days after receiving the proposals to act.

The State Board of Education may reject a proposal for any of the following reasons:

- The creation of bizarrely-shaped zones or potential gerrymandering;
- Creating zones that differ more than 10 percent from any other trustee zone in the school district;
- Trustee zones that do not completely account for all areas within the district boundary;
- An inadequate legal description that does not meet professional standards;
- Proposals that are incomplete and don't include adequate legal descriptions, map and population summaries;
- Proposals that fail to use approved district boundary legal descriptions; or
- Proposals that fail to utilize the 2020 Census Data as their source for population data.

West Jefferson School District has a number of instances where census blocks with zero population are being divided to create the trustee zone boundaries. West Jefferson School District is requesting an exemption allowing them to divide census blocks. The areas in question have no population residing in the census blocks and it is unlikely there would be any residences in the area prior to the next decennial census. The justification for dividing the census blocks is included with the legal description for each impacted trustee zone.

Staff recommends approval.

BOARD ACTION

I move to approve North Gem School District and Sugar-Salem School District trustee boundary rezoning proposals legal descriptions as submitted in Attachments 1 and 2, and West Jefferson School District trustee boundary rezoning proposal with exceptions, as provided in Attachment 3**.**

Moved by _____ Seconded by _____ Carried Yes ____ No _____

Idaho School District Trustee Zone Equalization 2021

Submittal Review

Status Recommendation:

- ☒ APPROVAL
- ☐ NON-APPROVAL
- ☐ EXCEPTION REQUEST

School District: **North Gem School District #149**
Prepared by: David Rudeen

Submittal Review:
Yes – No

- ☒ ☐ Legal Description for each trustee zone
- ☒ ☐ Scalable Map showing each trustee zone
- ☒ ☐ Population summary for each trustee zone - meet 10% variance
- ☒ ☐ Shape files/xml files
- ☒ ☐ Acceptable zone shapes
- ☒ ☐ Legal descriptions meet professional standards
- ☒ ☐ No significant census block splits without acceptable explanation
- ☒ ☐ Utilize 2021 Census data
- ☒ ☐ State Board of Education District Boundary
- ☐ Other (See comments below)

Percentage variance from highest zone population summary:

Highest Zone Population		**158**
Zone	Population	%Difference
1	157	0.63%
2	158	0.00%
3	155	1.90%
4	150	5.06%
5	150	5.06%
	770	

Comments:

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 1:
Effective 1/10/2022

ZONE 1: BANCROFT SOUTH

Beginning at the intersecting centerlines of Second South Street and Second East Avenue of the City of Bancroft, and running
Thence South along the centerline of Second East Avenue to the intersection of Fourth South Street;
Thence Northwesterly along the centerline of Fourth South Street to the intersection with First East Street, the same being centerline of the Lund Highway;
Thence Southwesterly and South along said centerline to the intersection with Payne Road;
Thence West along the centerline of said road to the intersection of Tolman Road;
Thence North along the centerline of said road to the intersection of Squaw Creek Road;
Thence East along the centerline of said road to the intersection on the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;
Thence North along said boundary line to the intersection of Bancroft Cemetery Road;
Thence East along the centerline of said road approximately 2000 feet to an intersection with a lateral road that connects Southeasterly into Fourth West Street;
Thence Southeasterly along the centerline of said later road to the intersection on the centerline of Fourth West Street;
Thence Southwesterly along said centerline to the intersection of Second South Street;
Thence Southeasterly along said centerline to the point of beginning.

PROFESSIONAL LAND SURVEYOR
REGISTERED
1/10/2022
9169
STATE OF IDAHO
WADE OLORENSHAW

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 2:
Effective 1/10/2022

ZONE 2: BANCROFT NORTH

Beginning at the intersecting centerlines of Second South Street and Second East Avenue of the City of Bancroft, and running
Thence Northwesterly along the centerline of Second South Street to the intersection of Fourth West Street;
Thence Northeasterly along the centerline of said street just passing the intersection of First South Street and Fourth West Avenue to the intersection of a lateral road coursing Northwesterly;
Thence Northwesterly along the centerline of said later road to the intersection of Bancroft Cemetery Road;
Thence West along the centerline of said road to the intersection on the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;
Thence North along said boundary line to the intersection on the North right of way boundary line of the Union Pacific Railroad;
Thence Northwesterly along said boundary line to the intersection with the centerline of the Coffin Road;
Thence North along the centerline of said road to the intersection of Ten Mile Pass Road;
Thence East along the centerline of said road to the intersection of Chesterfield Road;
Thence North along said Chesterfield Road to the intersection of a jog in the Ten Mile Pass Road;
Thence along said Ten Mile Pass Road to the intersection of Rigby Road;
Thence Southeasterly and South along said road to the intersection of Talmage Road;
Thence West and South along the centerline of said road to the intersection on the centerline of Old Highway 34;
Thence Northwesterly along the centerline of said road to the intersection of Second East Street;
Thence South along the centerline of said street to the point of beginning;

PROFESSIONAL LAND SURVEYOR
REGISTERED
1/10/2022
9169
STATE OF IDAHO
WADE OLORENSHAW

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 3:
Effective 1/10/2022

ZONE 3: CHESTERFIELD-TOPONCE

Beginning at the intersection of the Cemetery Road and the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;
Thence South along said boundary line to the intersection on the centerline of Squaw Creek road;
Thence West and Southwesterly along said centerline approximately two and one-half miles;
Thence Northwesterly approximately one mile to the intersection of North Canyon Road;
Thence Southwesterly along the centerline of said road approximately one-half mile;
Thence Northwesterly approximately one-half mile;
Thence West approximately one-half mile to the intersection on the West Boundary line of Caribou County, Idaho;
Thence North, West, South, Northwest and North along said boundary line to a point on the northwest corner thereof;
Thence East along the north boundary line of said county to the intersection of the former Fort Hall Reservation Boundary line;
Thence South along said boundary line to the intersection of a jog in the North Boundary line of said county;
Thence East along said boundary line to the Northeast corner of Township 5 South, Range 38 East, Boise Meridian;
Thence South along the East boundary line of said township to the corner common to Townships 5 & 6 South and Ranges 38 and 39 East, Boise Meridian;
Thence East along the North boundary line of Township 6 South, Range 39 East, Boise Meridian to the Northeast corner thereof;
Thence South along the East Boundary line of said Township and Range to a point approximately one-half mile north of Southeast corner thereof, the same being the intersection on a two-track road;
Thence West and South along said road to the intersection on the South Boundary Line of Township 6 South, Range 39 East, Boise Meridian;
Thence West along said boundary line, the same transitioning into the Holbrook Road and to the intersection of the Chesterfield Road;
Thence North along the centerline of said road to the intersection of Boundary Road;
Thence West and North along the centerline of said road to the intersection of the Toponce Road;

PROFESSIONAL LAND SURVEYOR REGISTERED 1/10/2022 9169 STATE OF IDAHO WADE OLDREMSHAW

North Gem School Dist.149, January 10, 2022
Gem Valley Survey Project No. 222020

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 3:
Effective 1/10/2022

ZONE 3: CHESTERFIELD-TOPONCE (continued)

Thence West along the centerline of said road to the intersection of Nipper Road;
Thence South along the centerline of said road to the intersection of Rocky Ford Road;
Thence East along said road to the intersection of North Ten Mile Road;
Thence South along the centerline of said road to the centerline of the Old Highway 34;
Thence Southeasterly along the centerline of said highway to the centerline on the Ten Mile Pass Road;
Thence East along the centerline of said road to the intersection of the Coffin Road;
Thence South along the centerline of said road to the North right of way boundary line of the Union Pacific Railroad;
Thence Southeasterly along said boundary line to the intersection on the West One-Sixteenth Boundary line of Section 15, Township 8 South, Range 39 East, Boise Meridian;
Thence South along said boundary line and the extension thereof to the point of beginning.

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 4:
Effective 1/10/2022

ZONE 4: HATCH-IVINS

Beginning at the intersection of Nipper and Toponce Roads;
Thence East along the centerline of Toponce Road to the intersection of Boundary road;
Thence South and East along the centerline of said road to the intersection of Chesterfield Road;
Thence South along the centerline of said road to the intersection of Holbrook Road;
Thence East along the centerline of said road approximately one and a half miles to the intersection of a two-track road;
Thence North and East along said two-track road to the intersection of the East Boundary line of Township 6 South, Range 39 East, Boise Meridian;
Thence South along said boundary line to the intersection of the North Boundary Line of Township 7 South, Range 40 East, Boise Meridian;
Thence East along said boundary line to the Northeast corner of Section 5, Township 7 South, Range 40 East, Boise Meridian;
Thence South along the East boundary line of said section and extending to the intersection on the South Boundary Line of said Township and Range;
Thence East along said boundary line to the Southeast corner thereof, the same being the Northeast corner of Township 8 South, Range 40 East, Boise Meridian;
Thence South along the East Boundary Line of said Township & Range and the extension thereof to the intersection on the North right of way boundary line of the Union Pacific Railroad;
Thence Northwesterly along said boundary line to the intersection of the East Boundary Line of Section 11, Township 9 South, Range 40 East, Boise Meridian;
Thence North along said boundary line to the Northeast corner thereof;
Thence West along the North Boundary Line of said section to the intersection on the centerline of Old Highway 34;
Thence Northwesterly along said centerline to the intersection of Talmage Road;
Thence North and East along the centerline of said road to the intersection of the Rigby Road;
Thence North and Northwesterly along the centerline of said road to the intersection of the Ten Mile Pass Road;
Thence West along the centerline of said road to the intersection of Old Hatch Road;
Thence South along the centerline of said road to the intersection of the jog of the Ten Mile Pass Road;
Thence West along the centerline of said road to the centerline of Old Highway 34;
Thence Northwesterly along the centerline of said road to the cneterline on the North Ten Mile Road;
Thence North along the centerline of said road to the intersection of the Rocky Ford Road;
Thence West along the centerline of said road to the intersection of the Nipper Road;
Thence North along the centerline of said road to the point of beginning.

PROFESSIONAL LAND SURVEYOR
REGISTERED
1/10/2022
9169
STATE OF IDAHO
WADE OLORENSHAW

North Gem School Dist.149, January 10, 2022
Gem Valley Survey Project No. 222020

NORTH GEM SCHOOL DISTRICT NO. 149
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 5:
Effective 1/10/2022

ZONE 5: LUND

Beginning at the intersection of Second East Street of Bancroft, Idaho, and the Old Highway 34;
Thence Southeasterly along the centerline of said highway to the intersection on the North Boundary line of Section 11, Township 9 South, Range 40 East, Boise Meridian;
Thence West along the North Boundary line of said section to the Northwest corner thereof;
Thence South along the West Boundary line of said section to the Southwest corner thereof;
Thence West along the south boundary lines of Sections 9 and 10 to the Southwest corner of Section 9;
Thence North along the West Boundary line of said section to the mid point thereof;
Thence West through sections 7 and 8 to the mid point on the West Boundary line of Section 7;
Thence South along said boundary line and the extension thereof to the Southeast corner of Section 24, Township 9 South, Range 39 East, Boise Meridian;
Thence West along the South Boundary Line of said section and the extension thereof to the mid point of Section 23;
Thence South following the Meridional centerline of said section and the extension thereof to the mid point on the South Boundary line of Section 35, the same being the South Boundary line of Township 9 South, Range 39 East, Boise Meridian;
Thence West along said boundary line to the intersection of the West Boundary Line of Caribou County, Idaho;
Thence Northwesterly along said boundary line to a point approximately one-half mile past the North Canyon Road;
Thence East approximately one-half mile to the intersection on the North Canyon Road;
Thence Northeasterly along the centerline of said road approximately one-half mile;
Thence Southeasterly approximately one mile to the intersection of the Squaw Creek Road;
Thence Northeasterly and East along the centerline of said road to the intersection of Tolman Road;
Thence South along the centerline of said road to the intersection of Payne Road;
Thence East along the centerline of said road to the intersection of the Lund Highway;
Thence North along the centerline of said highway to the intersection of First East Street and Fourth South Avenue;
Thence Southeasterly along the centerline of said avenue to the intersection of Second East Street;
Thence Northeasterly along the centerline of said street to the point of beginning.

PROFESSIONAL LAND SURVEYOR REGISTERED 1/20/2022 9169 STATE OF IDAHO WADE OLORENSHAW

North Gem School Dist.149, REVISED January 20, 2022
Gem Valley Survey Project No. 222020

Caribou County Population

Results of the 2020 Decennial Census
utilizing the 2010 Trustee Zones

Boundaries MUST be adjusted to use tabular block boundaries

1 inch = 0.79 miles

0 0.75 1.5 3 4.5 6 Miles

by J. Farnes
on 10 Jan. 2022
GIS Coordinator for Caribou County
For North Gem School District

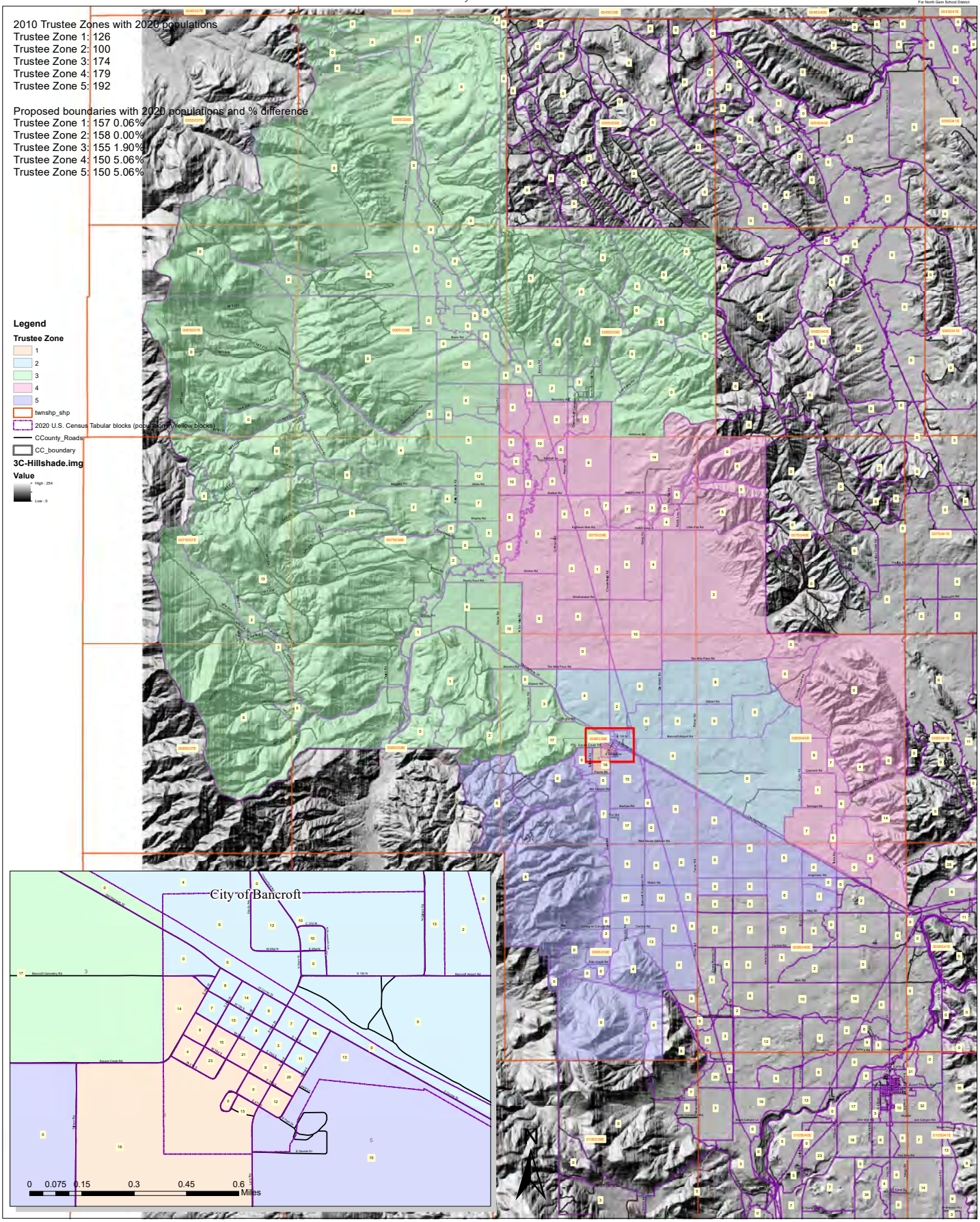
2010 Trustee Zones with 2020 populations
Trustee Zone 1: 126
Trustee Zone 2: 100
Trustee Zone 3: 174
Trustee Zone 4: 179
Trustee Zone 5: 192

Proposed boundaries with 2020 populations and % difference
Trustee Zone 1: 157 0.06%
Trustee Zone 2: 158 0.00%
Trustee Zone 3: 155 1.90%
Trustee Zone 4: 150 5.06%
Trustee Zone 5: 150 5.06%

Legend

Trustee Zone
- 1
- 2
- 3
- 4
- 5
- twnshp_shp
- 2020 U.S. Census Tabular blocks (population in Yellow blocks)
- CCounty_Roads
- CC_boundary

3C-Hillshade.img
Value
High : 254
Low : 0



March 30, 2022

SUGAR-SALEM SCHOOL DISTRICT #322
TRUSTEE ZONE NO. 1

BEGINNING at the intersection of 1900 East (Salem Road) and the Sugar-Salem School District North Boundary, thence
Southerly on said 1900 East (Salem Road) to East 200 North, thence
Westerly on said East 200 North to Tetonview Drive, thence
Southerly, thence Westerly, and thence Northerly on said Tetonview Drive to said East 200 North, thence
Westerly on said East 200 North to 1800 East, thence
Southerly on said 1800 East to East 100 North (County Line Road), thence
Westerly on said 100 North (County Line Road) to North 2000 West (Whitson Road), thence
Southerly on said 2000 West (Whitson Road) to the Teton River,
thence Southeasterly on said Teton River to North Salem Road (Salem-Parker Highway), thence
Southerly on said North Salem Road (Salem-Parker Highway) to West 3500 North (Salem Church Road), thence
Westerly on said West 3500 North (Salem Church Road) to the Sugar-Salem School District Boundary, thence
Following said School District Boundary Southwesterly, thence Northerly, thence Easterly and the **POINT OF BEGINNING.**

SUGAR-SALEM SCHOOL DISTRICT #322
TRUSTEE ZONE NO. 2

BEGINNING at the intersection of North 1900 East (Salem Road) and
East 200 North, thence
Westerly on said East ,200 North to Tetonview Drive, thence
Southerly, thence Westerly, and thence Northerly on said Tetonview Drive to said East 200 North, thence
Westerly on said 200 North to 1800 East, thence
Southerly on said 1800 East to East 100 North (County Line Road), thence
Westerly on said 100 North (County Line Road) to North 2000 West, thence
Southerly on said 2000 West to the Teton River, thence
Southwesterly on said Teton River to North Salem Road
(Salem-Parker Highway), thence
Southerly on said North Salem Road (Salem-Parker Highway)
to West 3500 North (Salem Church Road), thence
Westerly on said West 3500 North (Salem Church Road) to the Sugar-Salem School
District Boundary, thence Southerly on said Boundary to State Highway 20
(Yellowstone Hwy), thence continuing along said Boundary
Southerly approximately 300' feet from said State Highway 20 to West Moody Road, thence
Easterly on said West Moody Road to North Salem Road, thence leaving said Boundary
Northerly on said Salem Road to East 3250 North, thence
Easterly on said 3250 North to North 375 East, thence
Northerly on said 375 East to East 3375 North, thence
Easterly on said East 3375 North to North 500 East, thence
Northerly on said North 500 East to East 3500 North (Salem
Church Road), thence
Easterly on said 3500 North (Salem Church Road) to North 1000 East (North 7th West), thence
Northerly on said North 1000 East (North 7th West) turning into North 2000 East to East 200 North, thence
Westerly on said East 200 North to 1900 East and the **POINT OF BEGINNING.**

SUGAR-SALEM SCHOOL DISTRICT #322
TRUSTEE ZONE NO. 3

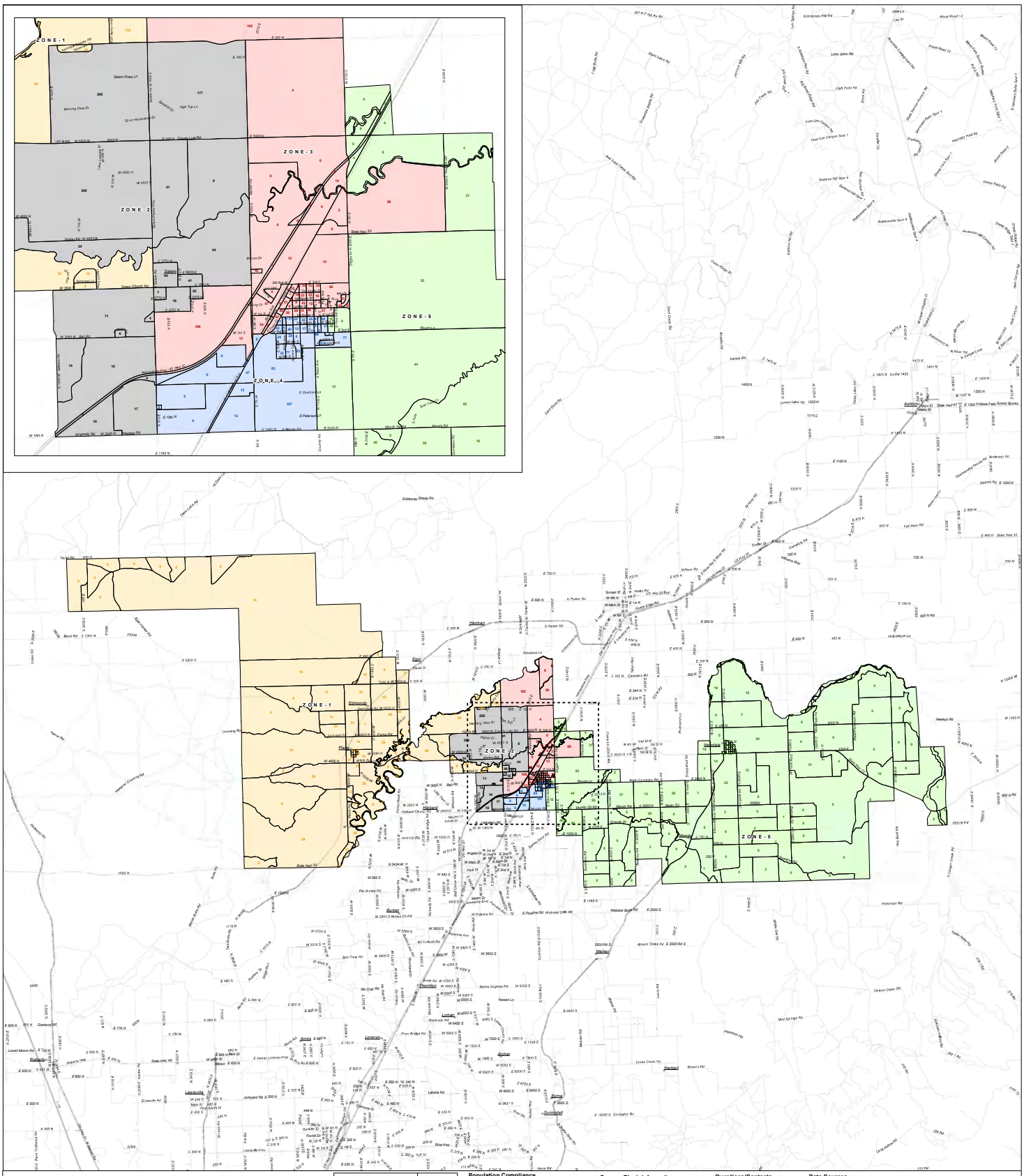
BEGINNING at the East ¼ Corner of Section 28, Township 7 North, Range 40 East, Boise Meridian, being on the Easterly Boundary of the School District and on North 2100 East, thence leaving said School district boundary
South on said North 2100 East (Digger Drive) to the Teton River, thence
Easterly along the Teton River to North 3000 East (PincockRd), thence
Southerly on said North 3000 East to State Hwy 33, thence
Westerly on said State Hwy 33 to North 2000 East (Digger Dr.), thence
Southerly on said North 2000 East to Center Street, thence
Westerly on said Center Street to South Pine Avenue, thence
Southerly on said South Pine Avenue to East 1st South, thence
Westerly on said 1st South Street to South Front Street, thence
Southwesterly on said South Front Street to 3000 North, thence
Northwesterly on said 3000 North to 7th West, thence
Southerly on said 7th West to the railroad tracks, thence
Southwesterly approximately 0.14 miles along said railroad tracks to a point on the Sugar City Limits line, thence along said City Limits Line and parcel lines the following 3 courses:
Northwesterly approximately 50 feet, thence
Northerly approximately 0.15 miles., thence
Westerly along said City Limits line and its Easterly extension approximately 0.24 miles to the centerline of State Highway 20, thence
Southeasterly on said State Highway 20 to North Salem Road, thence
Northerly on said Salem Road to East 3250 North, thence
Easterly on said 3250 North to North 375 East, thence
Northerly on said 375 East to East 3375 North, thence
Easterly on said 3375 North to North 500 East, thence
Northerly on said 500 East to East 3500 North (Salem Church Road), thence
Easterly on said 3500 North (Salem Church Road) to North 1000 East, thence
Northerly on said 1000 East turning into North 2000 East approximately 2.5 miles to East 200 North, thence
Westerly on said East 200 North to North 1900 East (Salem Road), thence
Northerly on said 1900 East (Salem Road) the of State South Bank of the Henry's Fork River and the Sugar-Salem School District Northerly Boundary, thence
Following said School District Boundary Easterly and thence Southerly to said East ¼ Corner of Section 28 and the **POINT OF BEGINNING. .**

SUGAR-SALEM SCHOOL DISTRICT #322
TRUSTEE ZONE NO. 4

BEGINNING at the intersection of East Moody Road and South Teton Avenue said point being on the Sugar Salem School District Southerly Boundary, thence leaving said Southerly Boundary
Northerly on said Teton Avenue to the South boundary of the Ponderosa Estates Division No. 1, thence
Easterly along said South boundary and the South boundary of Ponderosa Estates Division No. 2 and its Easterly extension to Digger Drive (South 7th East), thence
Northerly on said Digger Drive (South 7th East) to West 3rd Street South, thence
Westerly on said West 3rd Street South to South Maple Avenue, thence
Northerly on said Maple Avenue to 1st South, thence
Westerly on said 1st South Street to South Front Street (State Highway 33), thence Southwesterly on said South Front Street (State Highway 33) to West 3rd Street (East 3000 North), thence
Westerly on said West 3rd Street (3000 North) to South 7th West, thence
Southerly on said 7th West to the railroad tracks, thence
Southwesterly approximately 0.14 miles along said railroad tracks to a point on the Sugar City Limits line, thence along said City Limits Line and parcel lines the following 3 courses:
Northwesterly approximately 50 feet, thence
Northerly approximately 0.15 miles, thence
Westerly along said City Limits line and its Easterly extension approximately 0.24 miles to the centerline of State Highway 20, thence
Southwesterly on said State Highway 20 to North 2nd East (North Salem Road), thence
South on said North 2nd East (North Salem Road) to West 2000 North (East Moody Road being on said Southerly Boundary of the Sugar-Salem School District, thence
East on said East Moody Road and said Southerly Boundary to the **POINT OF BEGINNING**

SUGAR-SALEM SCHOOL DISTRICT #322
TRUSTEE ZONE NO. 5

BEGINNING at the East ¼ Corner of Section 28, Township 7 North, Range 40 East, Boise Meridian, being on the Easterly Boundary of the School District and on North 2100 East, thence leaving said School district boundary
South on said North 2100 East (Digger Drive) to the Teton River, thence
Easterly along the Teton River to North 3000 East (PincockRd), thence
Southerly on said North 3000 East to State Hwy 33, thence
Westerly on said State Hwy 33 to North 2000 East (Digger Dr.), thence
Southerly on said North 2000 East to Center Street, thence
Westerly on said Center Street to South Pine Avenue, thence
Southerly on said South Pine Avenue to East 1st South, thence
Westerly on said 1st South Street to South Maple Avenue, thence
Southerly on said Maple Avenue to 3rd South, thence
Easterly on said 3rd South to Digger Drive (South 7th East), thence
Southerly approximately 825 feet on said Digger Drive (South 7th East) to the Easterly extension of the South Boundary of Ponderosa Estates Division 2, thence
Westerly along said extension and the said Southerly boundary of Ponderosa Estates Division 2 and the Southerly Boundary of Ponderosa Estates Division 1 to South Teton Avenue, thence
Southerly along said South Teton Avenue to East Moody Road and the Southerly Boundary of the Sugar-Salem District Boundary, thence
Following said Southerly Boundary, the Easterly Boundary and Northerly Boundary of said School District to the **POINT OF BEGINNING**.



Sugar-Salem School District

2020 Trustee Zone Status Map

1:75,000

March 2022

Legend

- 19 Census Block/Population Count
- 37 Split Census Block
- Primary Road
- Secondary Road
- Local Road
- Jeep Trail
- Other Roads

Trustee Zones

- ZONE-1
- ZONE-2
- ZONE-3
- ZONE-4
- ZONE-5
- Inset Boundary

Highest Zone Population		1,143
Trustee Zone	Trustee Zone Population	% Difference
1	1097	4.0%
2	1066	6.7%
3	1143	0.0%
4	1038	9.2%
5	1067	6.6%
Total	**5,411**	
Target Zone Population		**1,082**

Population Compliance

The chart to the left depicts the 2020 Census populations of your existing Trustee Zones. If the "% Difference" value is over 10%, then the Trustee Zones are out of compliance for "equalized population."

Moving populations from highly populated zones to lesser populated zones will decrease the variance.

You can use the "Percent Difference Calculator" provided via email from QCI to recalculate your variance as populations are moved from one zone to another.

* Calculations are based upon requirements established byt the Idaho State Board of Education

Census Block Information

If you see a bold outline around a census block, then that census block has population in it and is being split by a current trustee zone boundary. The trustee zone boundaries should be modified to include ALL of the census block.

The census block populations are color coded to identify which trustee zone they have been assigned to.

Questions/Contacts

This map was prepared by Quadrant Consulting Inc.(QCI). If you have questions please contact:

Quadrant Consulting
Nick Kraus
Nick@quadrant.cc
(208)342-0091

Data Sources

Data Description	Source	Web Link
Population Tutorial	US Census Bureau	https://www.census.gov/programs-surveys/decennial/2020/data/01-Redistricting_File---PL_94-171/Tutorial/
Current Legislative Districts	Idaho Bure Tax Commission	https://www.tax.idaho.gov/i-guide/property/property-tax-levy-rates/legislative-districts.html
Current School Boundaries	Idaho Bure Tax Commission	https://www.tax.idaho.gov/i-guide/property/property-tax-levy-rates/school-districts.html
Idaho Road Network	US Census Bureau	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-line-file.html
Idaho Water	US Census Bureau	https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-line-file.html
Indicators	Idaho Bure Tax Commission	https://tax.idaho.gov/i-guide/ig-ide...

Assigned Data Final Projection Format

Coordinate System:	EPSG4269
Projection Transverse Mercator	
False_Easting: 2500000.000000	
False_Northing: 1200000.000000	
Central_Meridian: -114.000000	
Latitude_Of_Origin: 42.000000	
Latitude_Of_Origin: 41.666667	
Linear Unit: Meter (1.000000)	
Geographic Coordinate System: GCS_North_American_1983	
Angular Unit: Degree (0.017453292519943295)	
Prime Mer Datum: D_North_American_1983	
Spheroid: GRS_1980	
Semimajor axis: 6378137.000000000000000000	
Semiminor axis: 6356752.314140356186616943	
Inverse Flattening: 298.257222101000000000	

Note: Any projection is acceptable as long as it is a common coordinate system. EPSG4269 is an acceptable format, but it is not a common coordinate system. EPSG4269 is a common coordinate system. Shapefiles are in ESRI format shapefiles. They will be converted to a common coordinate system. EPSG4269

Idaho School District Trustee Zone Equalization 2021
Submittal Review

Status Recommendation:
- ☒ APPROVAL
- ☐ NON-APPROVAL
- ☒ EXCEPTION REQUEST

School District: **West Jefferson School District #253**
Prepared by: David Rudeen

Submittal Review:
Yes – No

- ☒ ☐ Legal Description for each trustee zone
- ☒ ☐ Scalable Map showing each trustee zone
- ☒ ☐ Population summary for each trustee zone - meet 10% variance
- ☒ ☐ Shape files/xml files
- ☒ ☐ Acceptable zone shapes
- ☒ ☐ Legal descriptions meet professional standards
- ☒ ☐ No significant census block splits without acceptable explanation
- ☒ ☐ Utilize 2021 Census data
- ☒ ☐ State Board of Education District Boundary
- ☐ Other (See comments below)

Percentage variance from highest zone population summary:

		465
Zone	Population	%Difference
1	465	0.00%
2	464	0.22%
3	445	4.30%
4	448	3.66%
5	450	3.23%
	2272	

Comments:

West Jefferson has several instances of cutting through census blocks with zero population. These cuts do not impact the required 10% variance since they deal with zero population. The district has demonstrated in their legal description that each of these areas is uninhabited.

West Jefferson is requesting an exemption for cutting a census block with a population of 9. The area being cut is uninhabitable land associated with the Mud Lake Wildlife Management Area. The below graphic indicates the portion of the census block being segmented between zones 3 and 4. The upper right hand area is shown in an aerial image to clearly be part of the Wildlife Area. The district has also described this in their legal descriptions. The population count of 9 is included in the Zone 3 total.

West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

Total District Population: 2272 **Target Population per Zone: 465**

Zone #1 - Population 465
Board Member - Andrea Rigby (End of Term 2023)

Beginning at the Northwest Corner of the Northwest quarter of the Northwest quarter (NW ¼ NW ¼) of section 3, T8N R32E of the Boise Meridian, which is the intersection of 0 East and 3000 North, in Jefferson County Idaho, and the northwest most boundary of the school district. Proceeding east along the 2nd Standard Parallel North to the intersection of 1300 East extended. South on 1300 East extended to the intersection of 2700 North. West on 2700 North to its intersection with 800 East. South on 800 East to its intersection with 1800 North. West on 1800 North to its intersection with State Highway 28. Northwest along State Highway 28 to the westernmost boundary of the district. North along the westernmost boundary of the district to the intersection of 0 East and 3000 North, the northwestern-most boundary of the district and the point of beginning.

No Census Block Deviations in Zone 1

Zone #2 - Population 464
Board Member - Willy Schmitt (End of Term 2023)

Beginning at the westernmost boundary of the district and its intersection with State Highway 28. Southeasterly along State Highway 28 to its intersection with 1800 North. East on 1800 North to its intersection with 800 East. North on 800 East to its intersection on 1900 North. East on 1900 North to its intersection of 1025 East. South on 1025 East to its intersection of 1800 North. East on 1800 North to the intersection of 1100 East. South on 1100 East to its intersection with 1300 North. West on 1300 North to its intersection with 1000 East. South on 1000 East to its intersection with 1200 North extended. West on 1200 North extended to 0 East, which is the westernmost boundary of the district. North on the westernmost boundary of the district to the intersection of State Highway 28 and the point of the beginning.

Census Block Deviations Impacting Zone 2 - Request for Exemption

Blocks 3062, 3077, 3078, 3079, & 3080 (Zero Population) - The common identifiable line that divides these census blocks is 1200 North extended to its intersection of 0 East, the westernmost boundary of the district - **No Inhabitants** - located in farm ground and the Idaho National Laboratory area.

See Documentation for these blocks in Zone 4 description.

West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

Zone #3 - Population 445

Board Member - Tyson Burtenshaw (End of Term 2023)

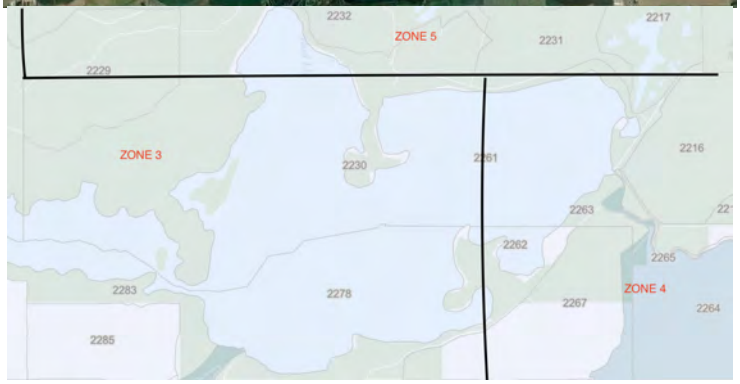
Beginning at the intersection of 800 East and 2700 North. East on 2700 North to its intersection of 1300 East extended. South on 1300 East extended to its intersection of 1900 North extended. East on 1900 North Extended to its intersection with 1600 East Extended. South on 1600 East Extended to its intersection with 1600 North. West on 1600 North to its intersection with 1500 East. South on 1500 East to its intersection of 1300 North. East on 1300 North to its intersection with Twitchell Road. North on Twitchell Road following its turn east to its intersection of 1600 East. South on 1600 East to its intersection of 1200 North. West on 1200 North to its intersection of 1000 East. North on 1000 East to its intersection with 1300 North. East on 1300 North to its intersection with 1100 East. North on 1100 East to its intersection of 1800 North. West on 1800 North to its intersection of 1025 East. North on 1025 East to its intersection 1900 North. West on 1900 North to its intersection of 800 East. North on 800 East to its intersection of 2700 North and the point of the beginning.

<u>Census Block Deviations Impacting Zone 3 - Request for Exemption</u>

Blocks 2229, 2230, & 2261 - The common identifiable line that divides these census blocks is 1900 North extended - **No Inhabitants** - Located in the Mud Lake wildlife management area.

Blocks 2261, 2262 & 2267 - The common identifiable lines that divide these census blocks is 1600 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.

Block 2276 - **9 Inhabitants** - see documentation in Zone 4 description.



West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

Zone #4 - Population 448

Board Member - Tanis Cherry (End of Term 2025)

Beginning at the intersection of 1900 North extended and 1600 East extended. East on 1900 North extended to its intersection of Holly Canal, southeast on Holly Canal to its intersection of Camas Creek. North-Easterly on Camas Creek to its intersection of 1900 North. East on 1900 North to its intersection of 2250 East. South on 2250 East to the curve moving in a westerly direction around Dalling Ranch, and then in a south-easterly direction following the census line that separates census block 2290 to the West and census block 2202 to the East to its intersection with State Highway 33. Easterly on State Highway 33 to its intersection of I-15. Southerly on I-15 to a point of 1300 North extended. West on 1300 North extended to 2425 East extended. South on 2425 East extended to 1200 North extended. West on 1200 North extended to 2400 East. South on 2400 East to 900 North, a southern boundary of the district. West on 900 North to its intersection of 1200 East extended. South on 1200 East extended to 0 North, which is the southernmost boundary of the district. West on the southernmost boundary of the district to the intersection of 0 North and 0 East, which is the southwestern boundary of the district. North on the westernmost boundary of the district to its intersection with 1200 North extended. East on 1200 North extended to its intersection of 1600 East. North on 1600 East to its intersection of Twitchell Road. West on Twitchell Road, following a southern curve to its intersection of 1300 North. West on 1300 North to its intersection with 1500 East. North on 1500 East to its intersection of 1600 North. East on 1600 North to its intersection with 1600 East. North on 1600 East extended to its intersection of 1900 North extended and the point of the beginning.

Census Block Deviations Impacting Zone 4 - Request for Exemption

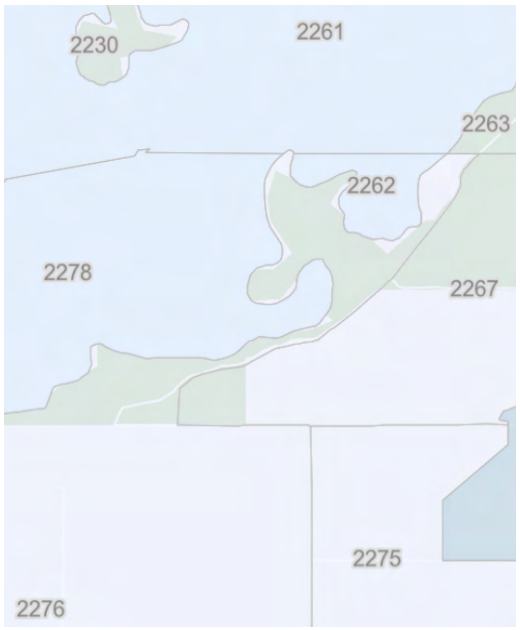
Blocks 2217 & 2231- The common identifiable line that divides these census blocks is 1900 North extended - **No Inhabitants** - Located in the Mud Lake wildlife management area.

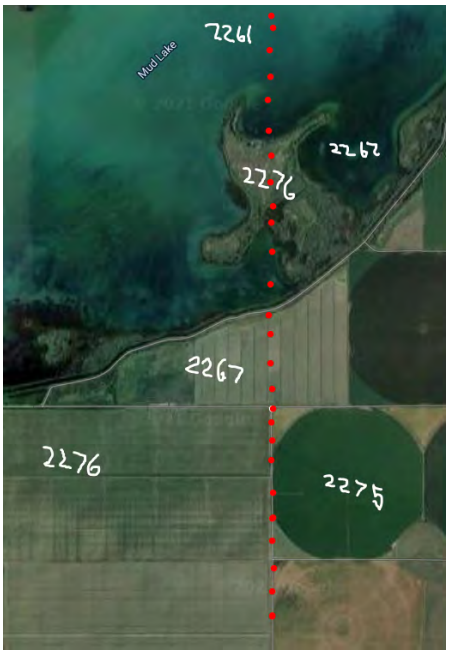
Blocks 2261, 2262 & 2267 - The common identifiable lines that divide these census blocks is 1600 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.

West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

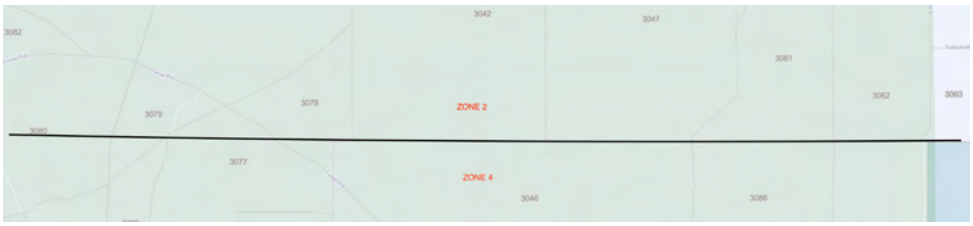
Block 2276 - **9 inhabitants**. The common identifiable line that divides this census block is 1600 East extended. The 9 inhabitants will be in zone 3 as the split occurs in an area that is in the Mud Lake wildlife area.

Documentation for 2276:





Blocks 3062, 3077, 3078, 3079, & 3080 (Zero Population) - The common identifiable line that divides these census blocks is 1200 North extended to its intersection of 0 East, the westernmost boundary of the district - **No Inhabitants** - located in farm ground and the Idaho National Laboratory area.



West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

Zone #5 - Population 450
Board Member - Nedra Perkins (End of Term 2025)

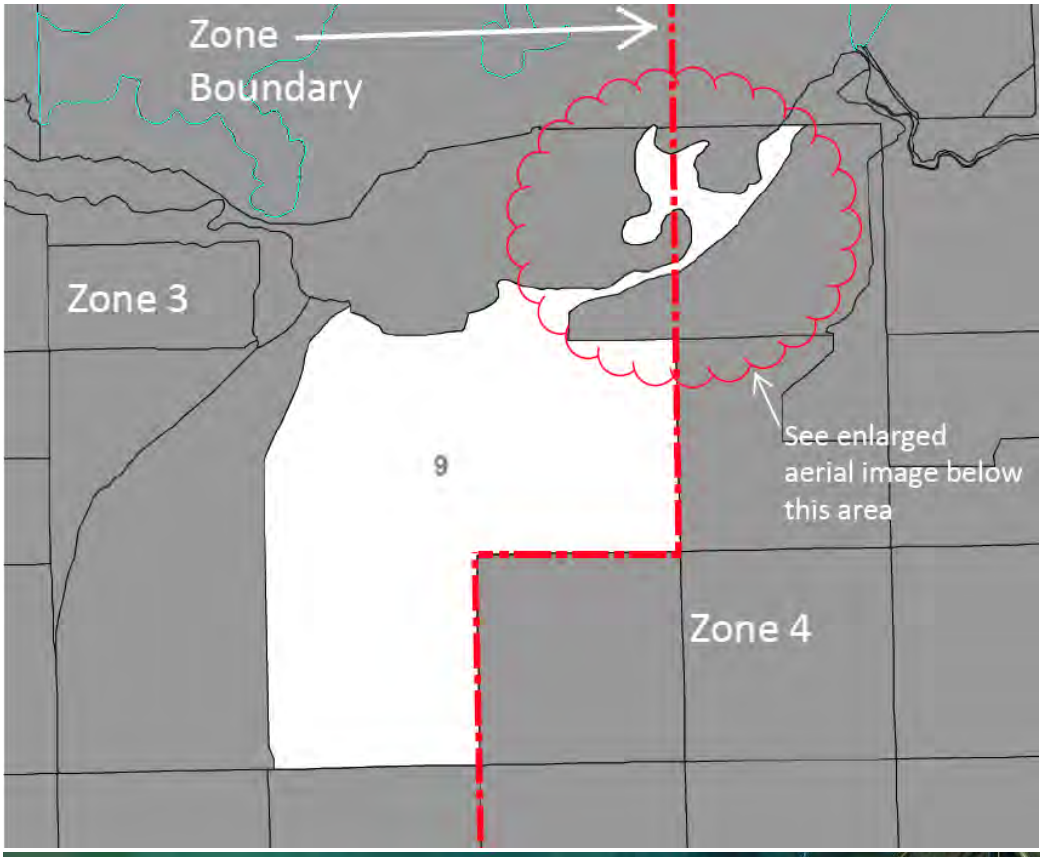
Beginning along the northernmost boundary of the district along the 2nd Standard Parallel North at the Northwest corner of the Northwest Quarter of the Northwest Quarter (NW ¼ NW ¼) of section 2 T8N R34E of the Boise Meridian, and the intersection of 1300 East extended in Jefferson County, Idaho. East along the 2nd Standard Parallel North, the northernmost district boundary to 2700 East. South to the intersection of 2700 East and 2400 North. East on 2400 North to 3600 East, the easternmost boundary of the district. South on 3600 East to its intersection of State Highway 33, a southern boundary of the district. Westerly along the district boundary of State Highway 33 to 2250 East extended. North on 2250 East extended following the line of census block 2290 to the West and census block 2202 to the East to the westerly curve at Dalling Ranch. From the westerly curve on 2250 East to its intersection with 1900 North. West on 1900 North to its intersection with Camas Creek. Following Camas Creek in a Southwesterly direction to its intersection of Holly Canal. Following Holly Canal to its intersection of 1900 North. West on 1900 North and 1900 North extended to its intersection with 1300 East extended. North on 1300 East extended to its intersection of 3000 North, the 2nd Standard Parallel North, and the Northernmost boundary of the district and the point of the beginning.

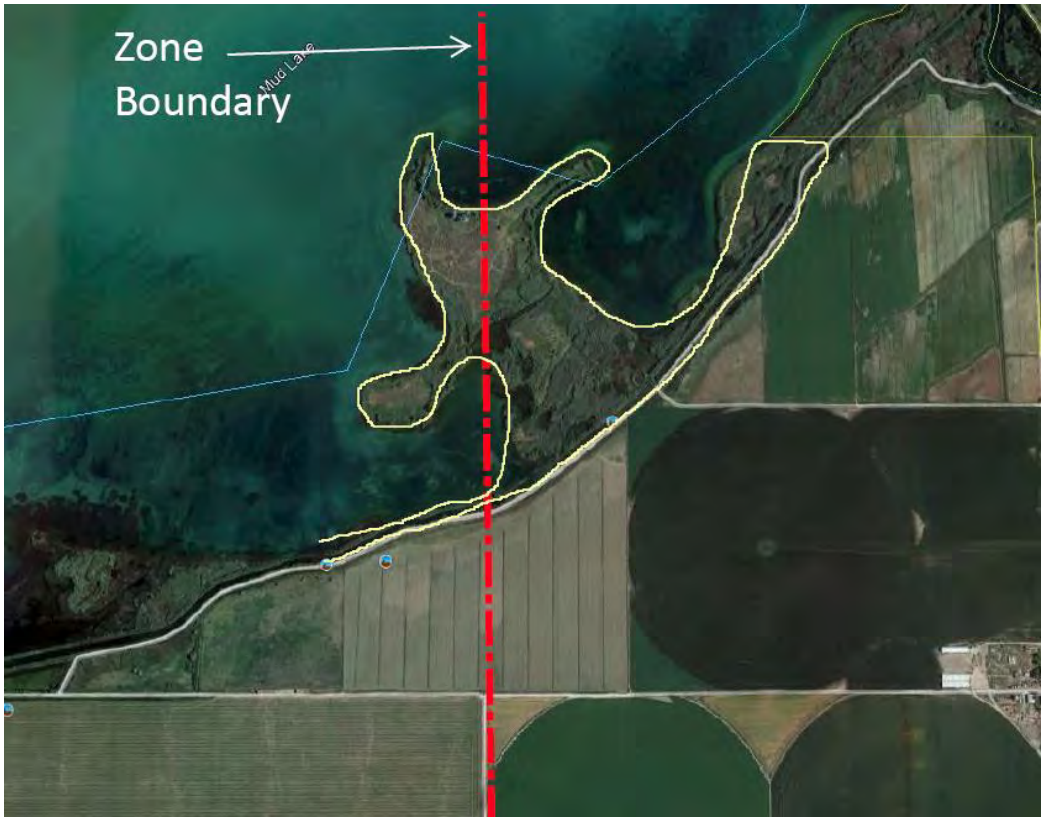
Proposed Census Block Deviations Impacting Zone 5 - Request for Exemption

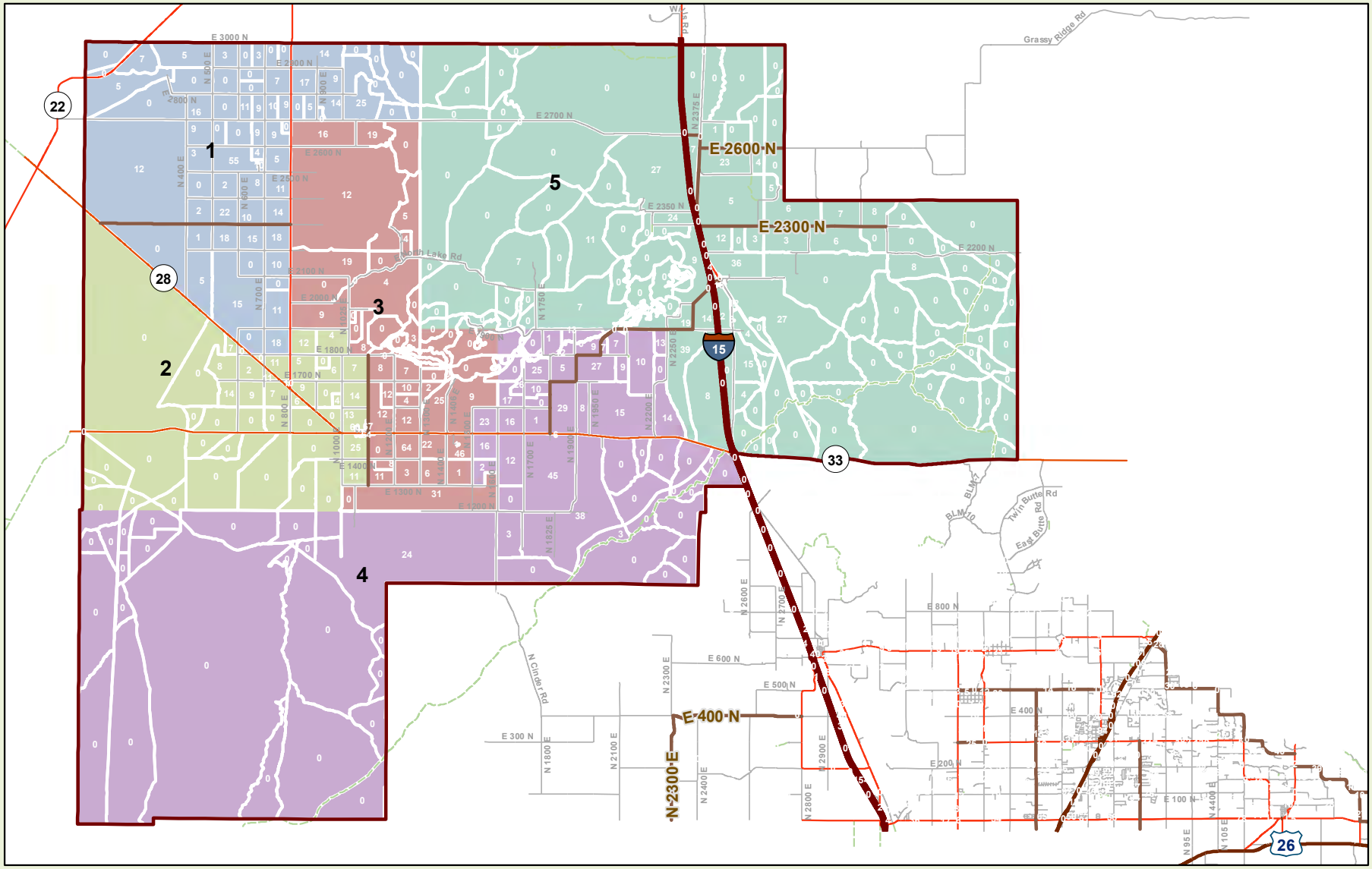
Blocks 2217, 2229, 2230, 2231, & 2261 - The common identifiable line that divides these census blocks is 1900 North extended through to its intersection with 1300 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.

Idaho School District Trustee Zone Equalization 2021

Submittal Review







West Jefferson School District 253

1/12/2022

These population figures are a representation of the 2020 US Census data.

District 253 Trustee Zones

1 4
2 5
3

Total 2,272
Average 454

Zone 1	465	0.00%
Zone 2	464	0.22%
Zone 3	445	4.30%
Zone 4	448	3.66%
Zone 5	450	3.23%

West Jefferson School District #253
Trustee Zone Legal Description - 2020 Census
January 2022

Population Information:

Highest Population Zone		465
Zone	Population	% Difference
1	465	0.00%
2	464	0.22%
3	445	4.30%
4	448	3.66%
5	450	3.23%

Trustee Information:

Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
2022	Andrea Rigby	Willy Schmitt	Tyson Burtenshaw	Tanis Cherry	Nedra Perkins
2023	Election Year	Election Year	Election Year	Tanis Cherry	Nedra Perkins
2024				Tanis Cherry	Nedra Perkins
2025				Election Year	Election Year
2026					
2027	Election Year	Election Year	Election Year		
2028					
2029				Election Year	Election Year
2030					
2031	Election Year	Election Year	Election Year		
2032					
2033				Election Year	Election Year

Reviewed by: Eric Smith, Civic Engineer, TGI/Mapping - Jefferson County

SUBJECT

Temporary Rule – Docket 08-0201-2201, Rules Governing Administration – Average Daily Attendance Calculation Methodology

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board approved temporary and proposed rule setting reporting criteria for average daily attendance and full-time equivalent enrollment reporting and waived the GED application fee.
November 23, 2020	Board approved amended temporary and pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and allowing average daily attendance to be calculated based on the FTE enrollment numbers.
December 7, 2020	Board approved temporary rule allowing ADA to be calculating using student FTE enrollment for FY2021.
December 15, 2021	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2022.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

BACKGROUND/DISCUSSION

Section 33-1002, Idaho Code, authorizes the Board to set through Administrative Code the methodology for calculating average daily attendance as it applies to public school funding. For the 2020-2021 academic year, in response to the COVID-19 pandemic and the disruption to in-person learning, the Board approved a temporary rule allowing the FTE student enrollment methodology established in IDAPA 08.02.01 to be used for reporting attendance for calculating Average Daily Attendance (ADA). Prior to the pandemic, schools statewide normally experience an annual attendance rate of 95%, which means that 95% of public school students are in attendance on any given day. For the current school year, while schools are open and instructing students, they are reporting average attendance rates in 80% range.

School districts and charter schools have indicated increased instances of students being out sick at much higher rates than normal or remaining home due to quarantining based on exposure or symptoms. As a result of the lower daily

attendance rates and the negative impact this will have on public school funding, several school district administrators and charter schools asked the Board to consider approving another temporary rule allowing FTE student enrollment to be used for calculating ADA for the 2021-2022 school year.

Temporary rules expire at the end of each legislative session unless additional action is taken prior to the start of the legislative session to request the legislature extend the temporary rule for an additional year. If extended by the legislature, the rule would stay in place until the end of the following session. There was no request to extend the current temporary rule last session because legislation was proposed which would have statutorily moved to using FTE enrollment to calculate support units.

No legislation was enacted during the 2022 Legislative Session to move Idaho's public school funding formula away from attendance to one that based the funding on FTE enrollment. As a result, another temporary rule must be promulgated to carry school districts and charter schools through the remainder of this fiscal year and FY 2023 using FTE enrollment to calculate ADA. Based on conversations with the Division of Financial Management and the Governor's Office, staff is proposing the Board consider a temporary rule that would move the calculation of ADA to FTE enrollment for the remainder of FY 2022 and FY 2023.

IMPACT

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 22 and into FY 23. Due to the ongoing effects of the pandemic, school districts and public schools are experiencing very high levels of daily absenteeism. This has a significant negative impact on public schools' budgets. While these students are still receiving instruction, schools are reporting high rates of students being out sick or quarantining than what was seen prior to the pandemic. The proposed amendment would stabilize the funding by allowing average daily attendance to be calculated based on the number of enrolled students rather than those in school on each day

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0201-21023– Student FTE Enrollment and Average Daily Attendance
Attachment 2 – Letters of Support (Education Stakeholder Organizations)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

While school districts and charter schools are still required to report attendance, the daily attendance numbers reported to date indicate a significant reduction in mid-term support units for FY 2022. The public school funding formula calculates funding based on mid-term support units and support units calculated based on the "best of 28 weeks" Average Daily Attendance (ADA). Salary based apportionment is based on mid-term support units and makes up the bulk of the public school funding. Discretionary funding is distributed based on the "best of 28 weeks" support unit calculations.

Preliminary data from the December Idaho System for Educational Excellence (ISEE) upload indicate a variance in average daily attendance calculated based on daily attendance numbers from approximately 281,267 students in ADA based on attendance (generating approximately 15,249 support units) to approximately 305,413 ADA (generating approximately 16,383 support units) when using the average reported FTE student enrollment. The FY 2022 public schools budget used an estimated 16,146 mid-term support units for calculating that portion of the appropriation that is based on mid-term support units. These data are used by the State Department of Education (SDE) to calculate the state distribution factor based on average daily attendance and mid-term support units for each local education agency, and to determine the public school budget payments that goes out to schools in February and May. Based on an estimated statewide average midterm support unit value of $111,965 the loss of 840 support units would result in a loss of approximately $94M.

By using average FTE enrollment, based on current school district and charter school reporting, it is estimated the fiscal impact would be approximately $22.4M over the amount estimated in setting the FY 2022 original public school appropriation. This amount was added to the FY 2022 public school appropriation in House Bills 792 (2022) and 797 (2022). Based on the current FY2022 appropriation language prohibiting any withdrawals from the Public Education Stabilization Fund, any overages to this amount would automatically be offset by a reduction in the discretionary support unit value.

Similarly, it is estimated the fiscal impact would be approximately $23.5M over the amount estimated in setting the FY 2023 original public school appropriation using the FTE enrollment methodology. This amount was added to the FY 2023 public school appropriation in House Bill 807 (2022). As this change in methodology is intended to provide stability, it is the Board's intention that any overage to this amount will be mitigated through the appropriation process as an adjustment to discretional support unit value during the next legislative session.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary rule Docket 08-0201-2201, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.01 - RULES GOVERNING ADMINISTRATION

DOCKET NO. 08-0201-2101

NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is March 29, 2022.

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 Article IX, Section 2, Idaho Constitution and under Sections 33-105, 33-107, 33-116, 33-1001, 33-1002, and 33-1027, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

The temporary rule would allow for Average Daily Attendance, as it pertains to the calculation of support units for public school funding, to be calculated based on average FTE student enrollment rather than the current methodology that uses daily attendance. This change is for the remainder of state fiscal year 2022 and is extended for state fiscal year 2023 as well, at which point this temporary rule is intended to expire.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

As a result of the pandemic, schools have seen a shift in attendance patterns of students. For example, parents are much more likely to keep a student home who is not feeling well than in the past. This has resulted in an overall decrease of our statewide attendance rates. Prior to the pandemic, the state funded approximately 95% of the students attending Idaho public schools due to the fact that few students attend school 100% of the time. In FY 21, the statewide daily attendance rates were down to 91.77% and in FY 22 the estimated statewide daily attendance rate is down to 90.3% with some local education agencies reporting periods where the attendance rate was as low as 80%. The end result of this trend is that schools are educating the same number of students or more, but because those students may be allowed by their parents to stay home more often, attendance-based ADA would result in decreases in the amount of funding being distributed to Idaho schools. It is estimated that student headcount will continue to increase in FY 23 while student daily attendance rates continue to decrease and then start to stabilize at a much lower rate than schools have historically experienced. The overall impact without a temporary rule in place would result in many school districts and charter schools receiving less funding than the funding levels appropriated in FY 22 and FY 23.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking:

This amendment to the temporary would allow for Average Daily Attendance (ADA), as it pertains to the calculation of support units for public school funding, to be calculated based on average FTE student enrollment rather than the current methodology that uses daily attendance. This change will cover the remainder of state fiscal year 2022 and is extended for state fiscal year 2023 as well, at which point this temporary rule is intended to expire. The Board intends for this to stabilize the budgets of schools and provide certainty heading into the next school year given the ongoing effects of the pandemic.

By using average FTE enrollment, based on current school district and charter school reporting, it is estimated the fiscal impact would be approximately $22.4M over the amount estimated in setting the FY 2022 public school

appropriation. This amount was added to the FY 2022 public school appropriation in House Bills 792 and 797. Based on the current FY2022 appropriation language prohibiting any withdrawals from the Public Education Stabilization Fund, any overages to this amount would automatically be offset by a reduction in the discretional support unit value.

Similarly, it is estimated the fiscal impact would be approximately $23.5M over the amount estimated in setting the FY 2023 public school appropriation using the current methodology. This amount was added to the FY 2023 public school appropriation in House Bill 807. As this change in methodology is intended to provide stability, it is the Board's intention that any overage to this amount will be mitigated through the appropriation process as an adjustment to discretional support unit value next legislative session.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent at tracie.bent@osbe.idaho.gov or (208)332-1582.

DATED this 21st day of April 2022.

Tracie Bent
Chief Planning and Policy Officer
State Board of Education
650 W State St
PO Box 83720
Boise, ID and 83720-0037
(208)332-1582, (208)334-2632

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

01. Day in Session When Counting Pupils in Attendance. (7-1-21)T

a. A school day for grades one through twelve (1-12) may be counted as a "day in session" when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. ( )

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. ( )

02. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. ( )

03. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in "day in session" above. Attendance will be reported in full or half-days.

04. Average Daily Attendance. Average daily attendance will be reported by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. For funding purposes full-time equivalent enrollment in an alternative summer school program shall be based on the student attending 225 hours or more or the proportional share of hours up to one (1) average day of attendance.

05. Full-Time Equivalent (FTE) Enrollment Reporting.

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course. ( )

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of: ( )

i. Kindergarten: 0.5 FTE ( )

ii. Grades one (1) to twelve (12): 1.0 FTE ( )

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs. ( )

d. Courses in LEAs with block scheduling that result in students receiving instruction for a period greater than one (1) week will use an average of the course minutes per week over a two-week period as the minutes per week for the course. ( )

e. Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. ( )

f. Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. ( )

g. Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33-4602, Idaho Code. ( )

(BREAK IN CONTINUITY OF SECTIONS)

IEA IDAHO EDUCATION ASSOCIATION

April 12, 2022

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, Idaho 83702

Dear ISBA Members,

For years, education stakeholders in Idaho have discussed the benefits of shifting Idaho's education funding formula from average daily attendance to enrollment. Like many things in our lives, however, it took the pandemic to help crystalize just how important this shift is for our public schools and students.

Your adoption of a temporary rule to count students based on enrollment in response to the uncertainty and turbulent classroom attendance that accompanied the rise of COVID-19 infection rate provided badly-needed stability and predictability for school budgets. As you know, that rule expires this year and legislation codifying this change in perpetuity was vetoed, leaving school districts uncertain about the stability of their budgets once again.

To remedy that challenge, we ask you to issue another temporary board rule that provides funding to school districts based on enrollment. Ideally, this new temporary run would extend for the remainder of FY22 and through FY23 as public schools, parents and students continue to deal with the impacts of the pandemic. Additionally, the calculation of school funding using average daily attendance makes it difficult to provide a high level of service — beyond the difficulties of the pandemic — to their students and families, regardless of their level of attendance.

Of course, a new temporary rule is our immediate priority in order to help school districts facing budgeting uncertainties as the existing rule expires. In the long term, however, we are keenly interested in a permanent and data-based policy solution that replaces attendance-based funding for our public schools.

We are immensely grateful for the SBOE's leadership on this long-standing issue and are ready to assist the implementation of a new temporary rule on enrollment in any way that is helpful. Thank you for all that you do for our state, public schools and students.

Respectfully,

Matt Compton
Associate Executive Director
Idaho Education Association

620 N 6TH STREET
BOISE IDAHO 83702

PH 208.344.1341
PH 800.727.9922
FAX 208.336.6967

WWW.IDAHOEA.ORG

Wednesday, April 13th, 2022

Idaho State Board of Education
650 W State Street, Suite 307
Boise, ID 83720

Dear President Liebich,

On behalf of our organizations, we would like to thank you and the State Board of Education for your leadership during the unprecedented challenges that have arisen as Idaho's public schools have dealt with the pandemic. We are proud that Idaho's schools lead the country in quickly returning to in-person learning. With that, school districts and charter schools have experienced a drastic change in student attendance - largely due to the choice of parents who have opted to keep their students at home for a variety of reasons. As such, school districts and charter schools have worked in partnership with parents to create expansive innovative opportunities for students to be involved in onsite job training, virtual classes, attending dual credit courses, and a variety of other opportunities for students that does not fit the traditional attendance model. The calculation of school funding using "Average Daily Attendance" has been challenging for schools that have continued to provide a high level of service to their students and families, regardless of their level of attendance. We were immensely grateful to the State Board for using their authority in creating a solution by issuing a temporary rule to count students based on enrollment; This has provided stability and predictability for school budgets, especially at a time when Covid-19 infection rates were high.

When the 2022 legislative session adjourned *sine die* on March 31, the temporary solution to codify the enrollment rule through HB723 was vetoed and the temporary enrollment rule abruptly ended for FY 22, once again putting public schools in a difficult spot. Now, all 115 school districts and 75+ charter schools face the hurdle of determining how to sustain the remainder of their FY22 budgets and begin to accurately predict their FY23 school budgets. As we look toward the next school year, we would ask that you consider providing the necessary predictability and stability to your public schools by issuing another temporary board rule that extends for the remainder of FY22 and through FY23 as public schools continue to deal with the pandemic, including its after-effects and how our parents and students have adapted.

In Governor Little's transmittal letter for the veto of HB723, he urged the State Board to make data driven decisions on this topic. The current data shows that districts and charters across the state are wavering between 90-92% of average daily attendance, which differs from a more stable 95-97% average daily attendance pre-pandemic. This data continues to show us that despite a decrease in Covid-19 infection rates, parents are more apt to keep their student's home if they have any sign of illness, or for any other reasons those parents may choose. Public schools are continuing to adapt and

offer multiple ways of learning including in-person, hybrid, and virtual — all of which are easily encompassed by enrollment levels, but not necessarily by average daily attendance counts. Other recent policy changes – such as self-directed learners and extended learning opportunities — have also highlighted how parents and students are choosing to learn outside of traditional classrooms. We believe that a change to enrollment-based funding answers the question on how to count these students while still providing the predictability and stability necessary to maintain school operations.

School leaders across the state came together and made the change to enrollment a top priority this legislative session. While we were disappointed by the veto, we're committed to working again with policy makers to ensure that our schools' funding formula reflects the learning environment that public schools, parents, and students experience today. Our members have reported that without the necessary predictability in enrollment, they are likely to see hiring freezes, delayed negotiations, and budget cuts. In a year where Idaho had its largest budget surplus, it is devastating to think that local school districts and charter schools may face difficult budgeting decisions.

Again, we want to thank you for leadership in dealing with these challenges. Until we can all come together collectively to adapt to the changes in today's learning environment, we stand in support of providing another interim fix by issuing a temporary rule on enrollment.

Respectfully,

Andy Grover, IASA Executive Director

Misty Swanson, ISBA Executive Director

SUBJECT

Another Choice Virtual Charter School, Inc.'s appeal of nonrenewal of charter

REFERENCE

October 14-15, 2010 Board considered the charter revocation appeal submitted by Nampa Classical Academy.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5209C, 33-5207(5)(b), 33-5213, and 33-102A, Idaho Code
Governing Policies and Procedures Policy I.E. Executive Officers
Idaho Administrative Code, 08.02.04.403, Appeal Relating to the Denial of a Request to Revise a Charter or Performance Certificate or a Charter Non-Renewal or Revocation Decision

BACKGROUND/DISCUSSION

On November 15, 2021, the director of the Public School Charter Commission ("Commission"), the chartering entity for Another Choice Virtual Charter School's ("ACVS"), issued a recommendation for nonrenewal of the ACVS charter. The recommendation was based on the finding that the school failed to meet several operational standards and failed to comply with public charter school statutes. ACVS appealed the director's decision to the Commission. The Commission held a hearing on February 11, 2022 to decide whether to renew ACVS's charter. The Commission issued Findings of Fact, Conclusions of Law, and a Final Order ("Order") on March 10, 2022. Among other things, the Order states that the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

Section 33-5209C(8), Idaho Code provides a school with the right to appeal a chartering entity's decision to non-renew a charter to the State Board of Education (Board). On April 4, 2022, the Office of the State Board of Education received ACVS's appeal of the Commission decision to non-renew its charter.

ACVS has requested that the Board hold a hearing based upon "the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC," and "additional, new information not previously presented to the PCSC."

Section 33-5209C(8), Idaho Code, provides that:

> A decision to revoke or non-renew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code.

The procedure in Section 33-5207(5)(b), Idaho Code, provides:

> The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; or (ii) in the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

IDAPA 08.02.04.403 sets forth additional requirements specific to an appeal of the non-renewal of a charter to the Board. IDAPA 08.02.04.403.04 allows for the Board to appoint a charter appeal committee or a public hearing officer for the purpose of conducting the hearing. If no appointment is made, the Board conducts the hearing.

> The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing.

IDAPA 08.02.04.403.07 provides that if the public hearing is conducted by a charter appeal committee or an appointed hearing officer, then:

> such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity.

IMPACT

Approval of a hearing officer will start the Charter School nonrenewal appeal process.

ATTACHMENT

Attachment 1 – Charter Appeal Documents

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-102A, Idaho Code and Board Policy I.E. provide that the Board's executive director shall have "such duties and powers" as prescribed by the Board. Staff recommend that the Board direct its executive director to appoint a public hearing officer to hear ACVS's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022. The hearing officer should be directed to issue a recommended finding on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings for the Board to consider and a recommended decision affirming or reversing the decision of the Public Charter School Commission (PCSC) to non-renew the ACVS charter. Staff additionally recommend that the Board delegate to its executive director the decision whether to allow oral arguments by ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

If a hearing officer is appointed, IDAPA 08.02.04.403.08 requires that the Board, at its "next regularly scheduled meeting" after the hearing presided over by the hearing officer and within 60 days of that hearing, issue a final written decision on the appeal and either grant or reverse the decision of the Commission. IDAPA 08.02.04.403.08 states that the Board may:

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity:
    - failed to appropriately consider the non-renewal, or
    - acted in an arbitrary manner in determining to non-renew the charter.

OR

b. Deny the appeal filed by the appellants.

BOARD ACTION

I move to direct the Board's executive director to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022, and that the executive director require the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to delegate to the Board's executive director the decision whether to allow oral arguments by Another Choice Virtual Charter School and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Bret A. Walther, ISB No. 4721
ANDERSON, JULIAN & HULL LLP
C. W. Moore Plaza
250 South Fifth Street, Suite 700
Post Office Box 7426
Boise, Idaho 83707-7426
Telephone: (208) 344-5800
Facsimile: (208) 344-5510
E-Mail: *bwalther@ajhlaw.com*

Attorneys for Appellant

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In the Matter of the Charter Renewal for:	PCSC Case No.: 21-52502
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	**NOTICE OF APPEAL**

COMES NOW, Appellant Another Choice Virtual Charter School, Inc. (ACVS), by and through its attorneys of record, Anderson Julian & Hull, LLP, and pursuant to Idaho Code section 33-5209C(8), hereby submits its Notice of Appeal, of the Idaho Public Charter School Commission's (PCSC) Findings of Fact, Conclusions of Law, and Final Order, dated March 10, 2022, ordering that the charter held by ACVS not be renewed.

In its decision, the Commission provided the following Conclusions of Law:

> 21. During deliberations, the Commission emphasized that it does not make its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership's understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See* Ex. HH. Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

> 22. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

(*Final Order, p. 10.*)

Based on its findings and discussion during deliberations, it is clear that the Commission was most troubled by the lack of leadership exhibited by both Administration and the Board of Directors; and coupled with the fact that the statutorily required respect for charter school autonomy precluded the Commission from fashioning a satisfactory condition to allow the school to continue (*i.e.*, it could not order removal of leadership), that absent this legal limitation, ACVS believes the Commission would have approved renewal of its Charter with conditions.

New evidence (discussing actions taken since the February 11, 2022 hearing) will be offered at the appeal hearing demonstrating that the leadership changes the Commission contemplated ordering have actually occurred, and that by implementing these changes in leadership, the most significant, substantial concerns cited by the Commission, ***have already been completely addressed*** by ACVS.

Based on this new evidence, AVCS will demonstrate that it is in the best interest of Idaho's constitutionally required system of free, public education, its students that require alternative choices to achieve their educational goals, and the parents of those students, that renewing ACVS's charter with conditions and remanding to the supervision of the Commission is therefore appropriate.

Following is a summary of the grounds for appeal and the evidence to be provided in response to the reasons for non-renewal recommended by the Director:

1. **Reason 1:** The Director found that ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. This involved evidence of violations of law by the governing board where an ACVS board director may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33- 5204A(2); and (2) ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a), and informed of the violations, failed to take immediate corrective action. As a result, ACVS received a "does not meet standard" rating on this measure. ***Evidence to be provided at the appeal hearing will demonstrate actual accomplishment of the planned improvement discussed at the Commission hearing to resolve this one-time error has already occurred. Specifically, through the testimony of newly hired lead administrator, Superintendent Jeff Turner, its new Board Chair Jonathan Wheatley, JD, its new Board Vice-Chair Claudia Frent (parent), and its new Board Director Todd Joyner (an attorney with extensive, prior board experience), and additional documentary evidence in support, the evidence submitted will conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.***
2. **Reason 2:** ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. This violation involved evidence ACVS did not publish required documentation on its website; and when informed of the issues by PCSC, failed to take prompt corrective action. As a result, ACVS received a "does not meet standard" rating on this measure. ***Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concerns about its website,***

and that evaluation of the website including additional improvements are ongoing. The testimony of Dr. Turner, Chair Wheatley, JD, Board Vice-Chair Frent, and Director Joyner, and additional documentary evidence in support, will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.

3. **Reason 3:** ACVS did not meet standard on "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework. This violation arose from evidence that ACVS had failed to properly report its teacher certification. As a result of this the inaccurate information, ACVS's financial distributions were adjusted. Accordingly, ACVS received a "does not meet standard" rating on this measure. ***Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concern about this prior, one-time error in reporting, and that future, accurate and timely reports will always be provided as required by law through establishment of a schedule of reports due that has been prepared and provided to the Board for oversight of Administration. The testimony of Superintendent Turner, and newly hired Date Analyst Crystal Galeai which describe these processes, and additional documentary evidence will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.***

4. **Reason 4:** ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice consistent and effective oversight over the school and its administrator. This violation was based on evidence Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned, and found

this was because the ACVS governing board had failed to exercise consistent and effective oversight over the school and its administrator. PCSC also cited Dr. Sandidge's failure to promptly complete a required ethics course, which had not been completed as of the date of the Commission's hearing in February. Accordingly, ACVS received a "does not meet standard" rating on this measure. ***Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concern about this prior, one-time incident involving its previous administrator, Dr. Sandidge, and that the Board has received, and continues to receive board training to ensure all Directors possess a thorough understanding of its leadership and oversight roles, especially bidding contracts to provide goods and services to the school, to ensure similar errors do not occur in the future. The testimony of Superintendent Turner, Chair Wheatley, JD, Board Vice-Chair Frent, and Director Joyner, and additional documentary evidence will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.***

5. **Reason 5:** ACVS's academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-20 19 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". ACVS's Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and

54%, respectively). ***Evidence to be provided at the appeal hearing on this issue will demonstrate that but-for the leadership failures discussed by the Commission at the hearing and in its Decision, it would have likely renewed the charter with academic conditions. In addition, the test scores will be discussed in additional detail putting into perspective the prior scores in the context of educational difficulties arising from the COVID pandemic. Finally, new evidence will also be submitted discussing the School's ongoing improvement plan through its work with the Idaho Department of Education, as well as additional internal improvements to its program monitoring, assessment and student improvement protocols. Superintendent Turner, will provide testimony discussing these educational issues, and will explain additional documentary evidence, to demonstrate that this Reason for non-renewal is in the process of being resolved, and that making this Reason a condition to the renewal of the School's Charter is appropriate.***

6. **Reason 6:** ACVS's financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. ***Although stated by the Director as a Reason to support her recommendation to not renew the Charter, it does not appear from the Hearing Record, or the Commission's Decision, that concerns about financial distress was a basis cited by the Commission to support non-renewal, and therefore is not an issue before the State Board of Education on appeal. Nonetheless, ACVS will submit evidence demonstrating its current financial viability, as well as future changes and reporting improvements, including creation of a new three-year financial plan, that will further solidify its financial position. Superintendent Turner, and Chief Financial Officer Ross Jones, will provide testimony discussing the School's financial condition and additional measures that have been taken and/or will be taken in the future, to further solidify the School's already sound financial position. In addition to this testimony, the witnesses will discuss the documentary evidence***

submitted in support of its finances. Such sound financial standing is offered in further support the reasons to grant the appeal, and to renew ACVS's Charter with conditions.

PURSUANT TO IDAPA 08.02.04.403, THE FOLLOWING ADDITIONAL INFORMATION IS PROVIDED:

A. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed.

1. Another Choice Virtual Charter School, Inc.
   1014 Hemingway Blvd.
   Nampa, Idaho 83651
   PH: 208.475.4255

2. Idaho Public Charter School Commission
   304 N.8th St., Ste. 242
   Boise, Idaho 83702
   PH: 208.332.1561

B. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed:

1. Attached hereto at Tab A are copies of formal correspondence between ACVS and PCSC regarding the PCSC Director's Recommendation to Not Renew ACVS's Charter, ACVS's appeal to the members of the Idaho Public Charter School Commission, and the Notice of Hearing.
2. Attached hereto at Tab B are copies of Exhibits offered by ACVS and admitted by the Commission at the hearing.
3. Attached hereto at Tab C are copies of Exhibits offered by the Director and admitted by the Commission at the hearing.

C. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed.

1. Attached hereto at Tab D is a copy of the audio-video recording of the February 11, 2022, hearing before the Idaho Public Charter School Commission.

D. The written decision provided by the authorized chartering entity to the appellant public charter school.

1. Attached hereto at Tab E is a copy of the Idaho Public Charter School Commission's Findings of Fact, Conclusions of Law, and Final Order, dated March 10, 2022.

This appeal is further made and based upon the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC, and additional, new information not previously presented to the PCSC, to be presented at the time of the hearing before the Idaho State Board of Education.

DATED this 4 day of April, 2022.

ANDERSON, JULIAN & HULL LLP

By: _____
Bret A. Walther, Of the Firm,
Attorneys for Another Choice Virtual Charter School

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 4 day of April, 2022, I served a true and correct copy of the foregoing **NOTICE OF APPEAL** by delivering the same to each of the following party of record, by the method indicated below, addressed as follows:

Idaho Public Charter School Commission	☐	U.S. Mail, postage prepaid
Attn: Jenn Thompson, Director	☐	Hand-Delivered
304 North 8th St., Suite 242	☐	Overnight Mail
Boise, Idaho 83702	☐	Facsimile
jenn.thompson@osbe.idaho.gov	X	E-Mail

Bret A. Walther

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.

John E Kelleher

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:	Case No. 21-52502
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	**NOTICE OF HEARING**

NOTICE IS HEREBY GIVEN THAT:

1. On Friday, **February 11, 2022**, starting at 8:00 a.m. (Mountain Time) or as soon thereafter as is reasonably possible, the Idaho Public Charter School Commission ("Commission") will hold a charter renewal hearing in the above-captioned matter. The hearing will take place in the West Conference Room of the Joe R. Williams Building, located at 700 W. State St., Boise, Idaho 83702. The hearing can be expected to last up to two hours. The hearing will be recorded at the Commission's expense.

2. The purpose of the charter renewal hearing is to determine whether to renew, renew with conditions, or nonrenew ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.'s ("ACVS") charter pursuant to Idaho Code section 33-5209B.

3. The charter renewal hearing will be held under the authority of Idaho Code sections 33-5209B and 67-5242, IDAPA 08.03.01.200, and IDAPA 04.11.01. Parties may access and obtain copies of these statutes and rules at the Idaho State Law Library and many county libraries or online as indicated below. The statutes are available online at:

- https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5209B/
- https://legislature.idaho.gov/statutesrules/idstat/title67/t67ch52/sect67-5242/

The Rules of the Public Charter School Commission are available online at: https://adminrules.idaho.gov/rules/current/08/080301.pdf. The Rules of Administrative Procedure of the Attorney General are available online at: https://adminrules.idaho.gov/rules/current/04/041101.pdf.

4. The names of the persons who will hear the case, as members of the Commission, are as follows:

Alan Reed, Chairman
Sherrilynn Bair, Vice-Chair
Brian Scigliano
Nils Peterson
Wanda Quinn
Julie VanOrden

5. Any questions regarding scheduling, special needs, etc., shall be directed to Deputy Attorney General Karen Sheehan, who will serve as legal counsel to the Commission for all matters relevant to the charter renewal hearing, at the contact information provided above. If any party has special needs or requirements under the Americans with Disabilities Act or other federal or state law, the party shall notify Ms. Sheehan of the need(s) and any specific request for accommodation no later than two weeks before the hearing.

6. Each party may be represented be legal counsel, at their own expense, and may present evidence and witness testimony (additional detail below).

7. Each party may provide supporting documentary evidence ("exhibits") or witness testimony relevant to renewal of the charter. Exhibits and a list of witnesses must be compiled and submitted by **January 28, 2022**. Each party shall be solely responsible for ensuring receipt of exhibits and the witness list.

a. ACVS must mark exhibits numerically (*i.e.*, Exhibit 1, Exhibit 2, etc.). Commission staff must mark exhibits alphabetically (*i.e.*, Exhibit A, Exhibit B, etc.). Each page of an exhibit must also contain a page number (*i.e.*, Exhibit 1, page 1).

b. Each party shall submit exhibits electronically (along with a witness list, if applicable) in PDF format to Karen Sheehan, the Commission's legal counsel, at the following

email address: Karen.Sheehan@ag.idaho.gov, and to the opposing party's legal counsel and at the respective email addresses listed on the attached Certificate of Service.

c. Each party shall prepare both an unredacted and a redacted version of their exhibits.

i. The unredacted version is for the Commission and the opposing party only.

ii. The redacted version is for public viewing. Each party is responsible for redacting their own exhibits. Each party is encouraged to work with legal counsel to redact any information that is confidential or otherwise exempt from public disclosure according to applicable state and federal law.

8. Any and all communications, whether written or verbal, with Karen Sheehan, the Commission's legal counsel, about or related to the charter renewal hearing shall include the opposing party. Communications about or related to the charter renewal hearing between only one party to the hearing, or someone affiliated with a party to hearing, and the Commission's legal counsel are prohibited.

9. At the conclusion of the charter renewal hearing, the Commission will deliberate on the evidence in the record and make a final determination. The final determination will also be conveyed in writing to ACVS.

DATED this 12th day of January, 2022.

Karen Sheehan

Karen Sheehan
General Counsel for the Idaho Public Charter School Commission
Deputy Attorney General
State General Counsel & Fair Hearings Division
954 W. Jefferson St., 2nd Floor
P.O. Box 83720
Boise, ID 83720-0010
Email: Karen.Sheehan@ag.idaho.gov

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 12th day of January, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Representing ACVS:
Amy White
Anderson, Julian & Hull
250 S. 5th St., Ste. 700
P.O. Box 7426
Boise, ID 83707
Email: agwhite@ajhlaw.com

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Overnight Mail
- ☐ Facsimile
- ☒ Email

Representing Commission Staff:
Rachel Kolts
State General Counsel & Fair Hearings Division
954 W. Jefferson St., 2nd Floor
P.O. Box 83720
Boise, ID 83720-0010
Email: Rachel.Kolts@ag.idaho.gov

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Overnight Mail
- ☐ Facsimile
- ☒ Email

Karen Sheehan
Karen Sheehan

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for: ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC., Respondent.	Reference No. 21-52502 **NOTICE AND ACKNOWLEDGMENT OF COMMISSION DIRECTOR'S RECOMMENDATION FOR NONRENEWAL OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS") not be renewed for the reasons listed below in Section I.

Upon its review of the Director's recommendation, ACVS may agree to accept the recommendation, or ACVS may request an administrative hearing to contest the Director's recommendation.

If ACVS agrees to accept the Director's recommendation as presented below, an authorized representative of ACVS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
304 N. 8th St., Ste. 242
Boise Idaho, 83702
jenn.thompson@osbe.idaho.gov

If ACVS does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of ACVS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If ACVS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, ACVS's inaction will be interpreted as a request for an administrative hearing for recommendation not accepted.

I. DIRECTOR'S RECOMMENDATION FOR NONRENEWAL

The reasons for the Director's recommendation for nonrenewal of charter are limited to ACVS's failure to meet the terms of its performance certificate, executed by and between ACVS and the Commission. Section 4E of the performance certificate states that ACVS's performance in relation to the measures set forth in the Performance Framework serves as a basis for renewal decisions. Additionally, Section 5G of the performance certificate states that ACVS shall comply with all applicable federal and state laws, rules, and regulations. The Director recommends that ACVS's charter not be renewed for the following reasons:

1. Reason 1: ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. After conducting an investigation into the conduct of ACVS's governing board, the Commission found there was reason to believe that the governing board may have violated multiple charter statutes. Specifically, the Commission's investigation, in part, revealed: 1) that an ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2); and 2) that ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a). Additionally, although ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take

corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action. Lastly, pursuant to IDAPA 08.02.04.300.04, when operational issues are identified, the governing board is responsible for providing the Commission with follow-up information as to when, and how, such operational issues are going to be resolved and corrected. The ACVS governing board failed to provide the Commission with follow-up information regarding the concerns identified above. Based on this information, ACVS received a "does not meet standard" rating on this measure.

2. Reason 2: ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. In conducting standard oversight activities, the Commission found that ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education's updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3). Additionally, the Commission found that ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1). Lastly, ACVS failed to reasonably cooperate with the Commission's verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities. Significant delays in providing the requested documentation to the Commission ultimately resulted in the issuance of a courtesy letter to ACVS. Based on this information, ACVS received a "does not meet standard" rating on this measure.

3. Reason 3: ACVS did not meet standard on "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework. Specifically, in September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS's data and making appropriate adjustments to ACVS's financial distributions. Based on this information, ACVS received a "does not meet standard" rating on this measure.

4. Reason 4: ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice consistent and effective oversight over the school and its administrator. Specifically, after conducting an investigation into the conduct of ACVS's administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. As ACVS's governing board failed to exercise consistent and effective oversight over the school and its administrator, ACVS received a "does not meet standard" rating on this measure.

Similarly, ACVS did not meet standard on "Operational Measure 5a: Additional Obligations" of the Commission's Performance Framework, which required ACVS to comply with the requirements imposed by the State Department of Education. Specifically, the State Department of Education's Professional Standards Commission ("PSC") issued a stipulation, signed by Laura Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms.

Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of this Notice, the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course. As this matter of non-compliance has not been quickly remedied, ACVS received a "does not meet standard" rating on this measure.

5. Reason 5: ACVS's academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth). No assessments were given during the 2019-2020 school year due to the COVID-19 pandemic. Academic data for the 2020-2021 school year is limited, as growth cannot be calculated and graduation rate data has not yet been released. However, ACVS's Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall significantly below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and 54%, respectively).

6. Reason 6: ACVS's financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. The Commission's Performance Framework includes eight (8) measures that consider a school's likelihood of short-term and long-term financial stability.

ACVS achieved low outcomes on five (5) of these measures during FY21. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. Because ACVS's actual enrollment percentage was less than the projected number, ACVS generated lesser revenue than it had anticipated, which negatively impacted its FY21 budget. As a result of the school not achieving its enrollment projections, several other measures were impacted. First, ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21. Second, both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21. Specifically, ACVS's number of days' of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource. Finally, the school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment.

Dated this 15th day of November, 2021.

_____
Jenn Thompson
Director
Idaho Public Charter School Commission

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter by the following method to:

John Kelleher Board of Directors Chairperson Another Choice Virtual Charter School, Inc. 1014 W Hemingway Blvd. Nampa, ID 83651 jnkelleher@fmtcblue.com	☒ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile: ☒ Email: jnkelleher@fmtcblue.com
Laura Sandidge, Ph.D. School Administrator Another Choice Virtual Charter School, Inc. 1014 W Hemingway Blvd. Nampa, ID 83651 lsandidge@anotherchoicecharter.org	☒ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile: ☒ Email: lsandidge@anotherchoicecharter.org

_____

Jenn Thompson
Director
Idaho Public Charter School Commission

ATTACHMENT A:

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

This Consent Agreement ("Agreement") is entered into between the Director of the Idaho Public Charter School Commission ("Director") and ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"). ACVS understands, acknowledges, and agrees to the following:

1. On behalf of ACVS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter, dated November 15, 2021 ("Notice").

2. ACVS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for nonrenewal of charter as proposed in the Notice.

3. ACVS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). ACVS further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation, and is under no obligation to adopt this Agreement.

4. ACVS understands and acknowledges that if the Commission decides to renew ACVS's charter, either with or without conditions, the Commission and ACVS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.

5. On behalf of ACVS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, ACVS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

[Signatures on following page]

The undersigned authorized representative, on behalf of ACVS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

_____ _____

Authorized Representative Date
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

_____ _____

Jenn Thompson Date
Director
Idaho Public Charter School Commission

ATTACHMENT B:

REQUEST FOR ADMINISTRATIVE HEARING

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: _____.

_____
Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247
1014 W. Hemingway Blvd.
Nampa, Idaho 83651

Laura Sandidge, Ph.D.
Administrator / Head of School
208-475-4255
lsandidge@anotherchoicecharter.org

John Kelleher, Ph.D.
Board Chair
208-475-4255
jkelleher@anotherchoicecharter.org

Mission Statement: *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

K = 7	*7th = 31*
1st = 19	*8th = 40*
2nd = 8	*9th = 45*
3rd = 11	*10th = 56*
4th = 12	*11th = 69*
5th = 17	*12th = 76*
6th = 24	*Total = 415*

Narrative

ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance are as follows:

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

Operational Outcomes Board Stewardship: Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of- the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological

assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, "Based on IPCSC review, the board's policies appear to be incomplete." We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS's Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.
- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice

consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

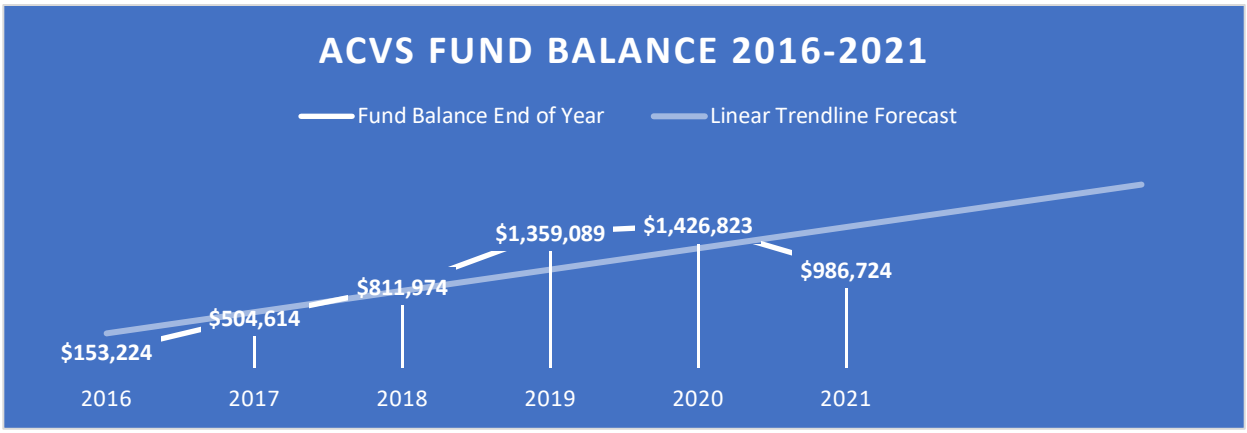
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Fiscal Accountability are as follows:

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	$153,224	
2017	$504,614	$351,390
2018	$811,974	$307,360
2019	$1,359,089	$543,006
2020	$1,426,823	$67,734
2021	**$986,724**	-$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the "Accountability Designation" of "Honor" in the "Financial Outcome" component. In 2020 / 2021 the "Accountability Designation" was determined to be "N/A". According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS's Fiscal Accountability was considered exemplary and was provided with a designation of "Honor", which is above and beyond the designation of "Good Standing".

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

> Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1½ - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at

ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Meeting

Jared Dawson <Jared.Dawson@osbe.idaho.gov> Thu, Nov 18, 2021 at 1:51 PM
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

JARED DAWSON

Program Manager, Idaho Public Charter School Commission

(208) 332-1585

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[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

lshoemaker@anotherchoicecharter.org

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

> ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:
ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13	8/13	
	At/Near Standard	Above Standard	
Student B	7/13	9/13	
	At/Near Standard	Above Standard	
Student C	3/13	2/13	
	At/Near Standard	Below Standard	

Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/12	8/12	9/12
	At/Near Standard	Above Standard	Above Standard
Student B	2/12	6/12	6/12
	Below Standard	At/Near Standard	At/Near Standard
Student C	1/12	3/12	4/12
	Below Standard	At/Near Standard	At/Near Standard

Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	2/10	8/10	
	Below Standard	Above Standard	
Student B	2/10	6/10	
	Below Standard	At/Near Standard	
Student C	1/10	2/10	
	Below Standard	Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

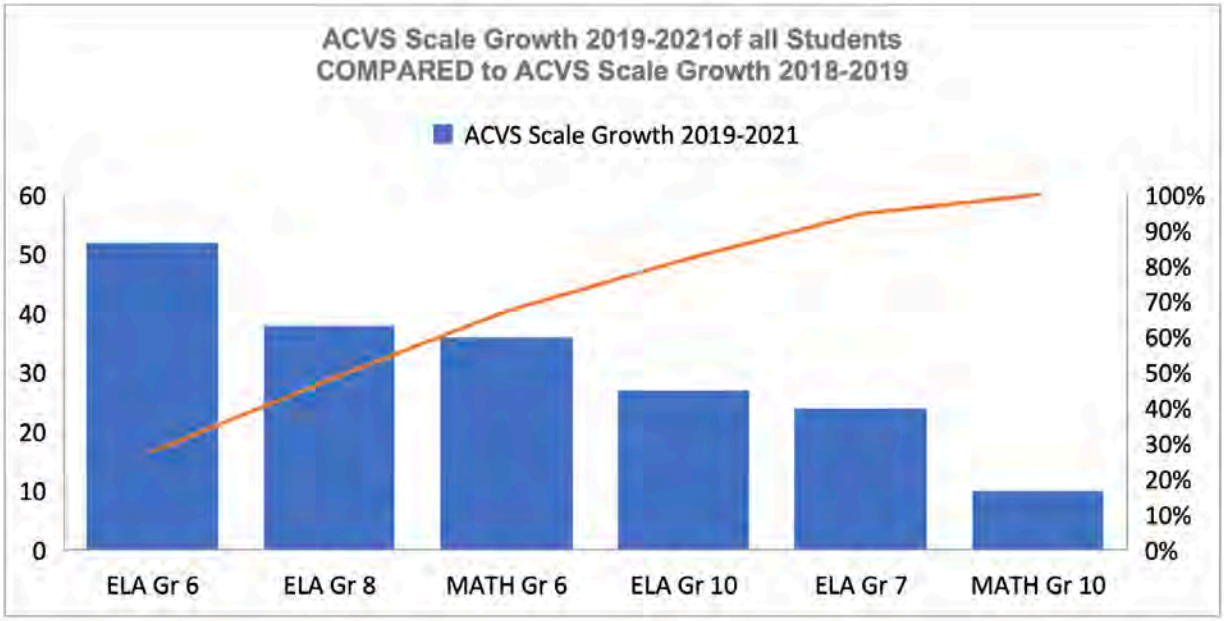
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS.



Outline of Additional Evidence

1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
3) Exhibit 3: Growth Resiliency Measure Organizational Report.
   a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

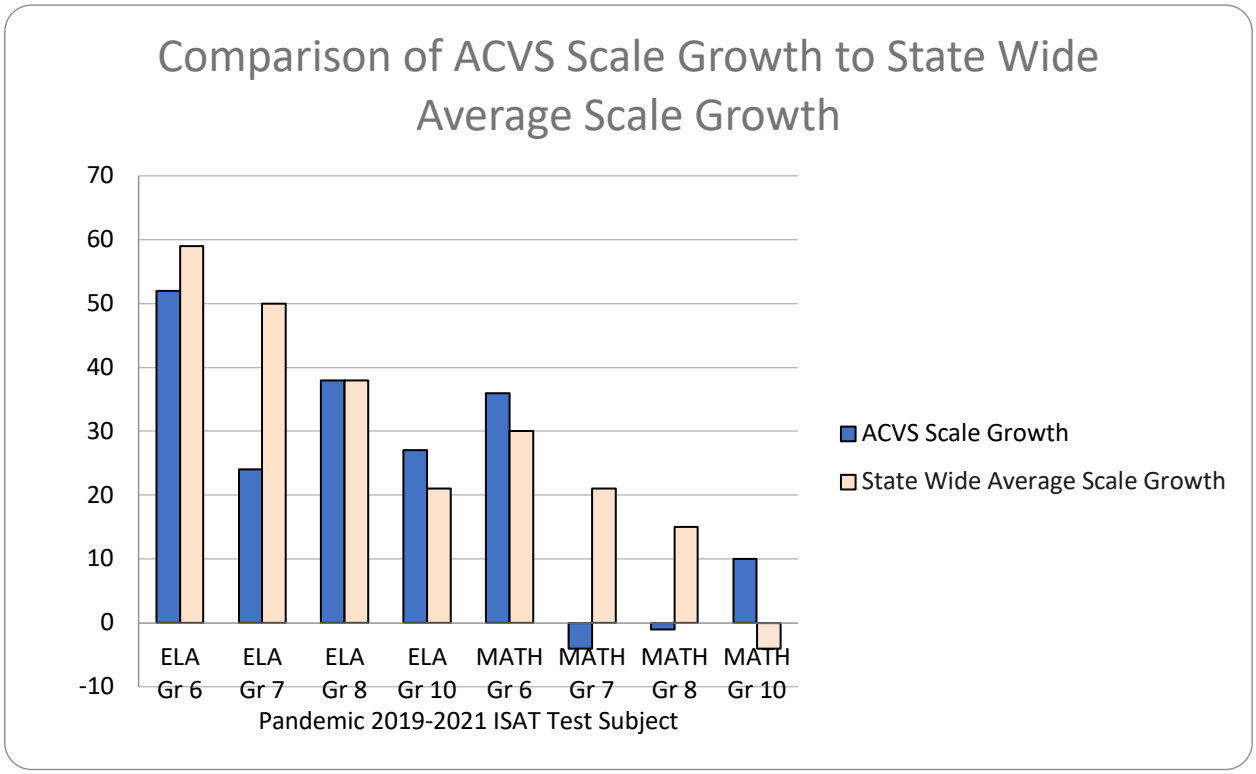
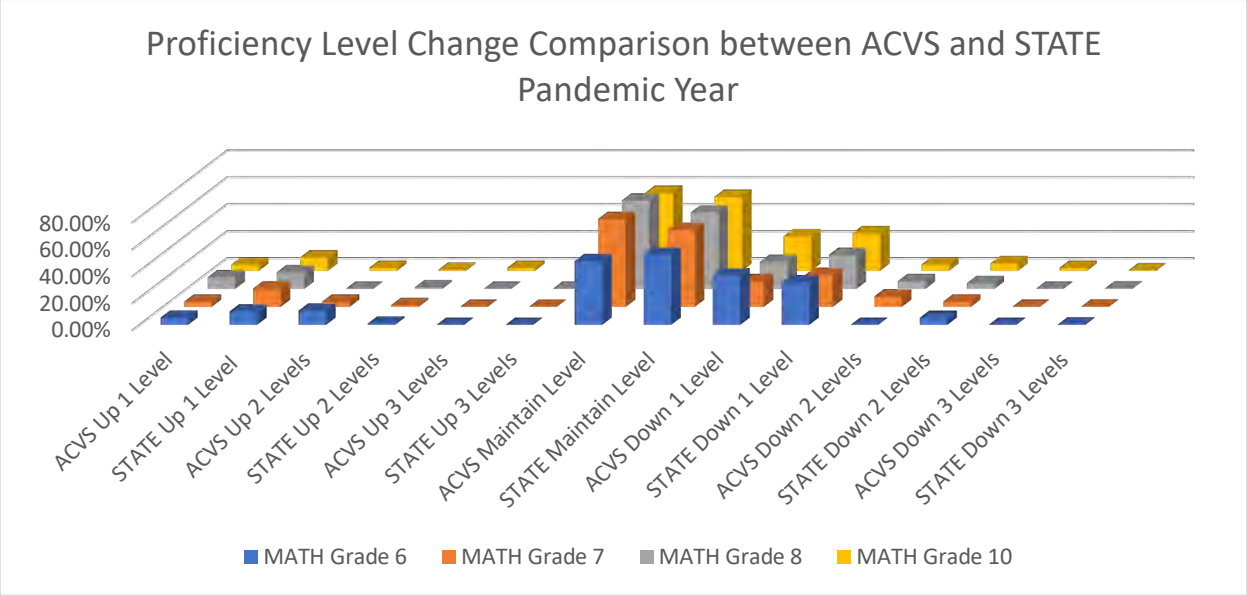
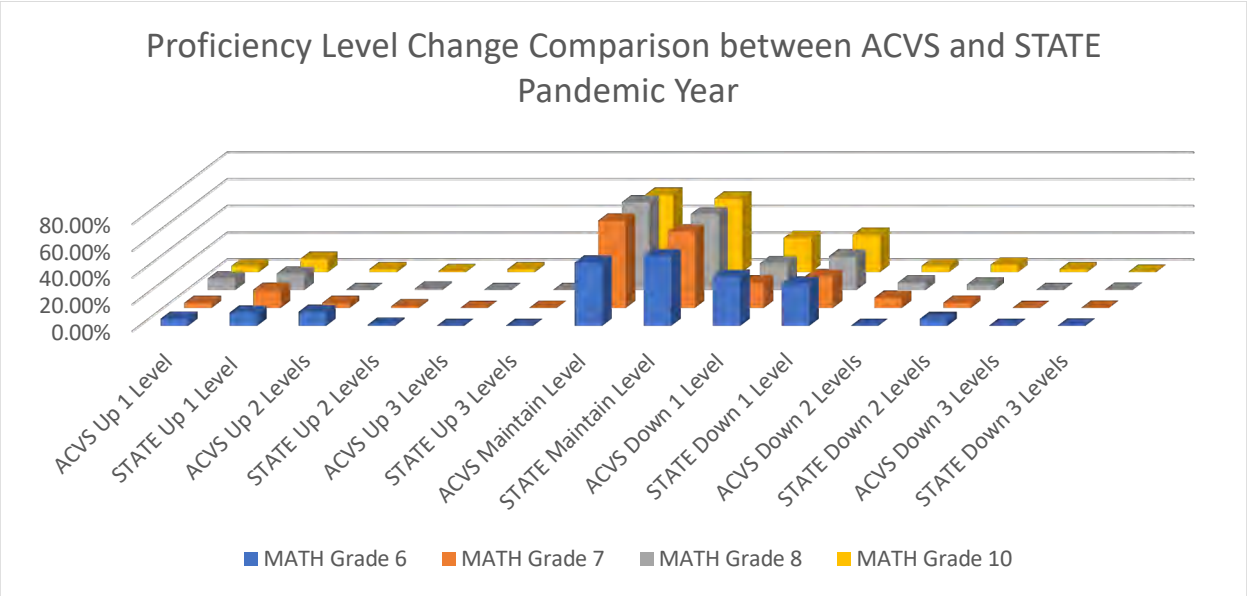


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.





Additional Evidence

Exhibit Three Growth Resiliency Measure

Growth Resiliency Measure
Organizational Report

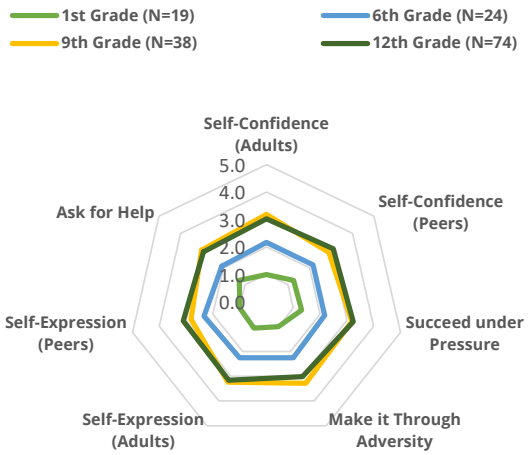
Another Choice Virtual Charter School

Grades: K-12 *# Students: 413* *Students of Color: 36%* *Male: 50%*
Female: 49% *Transgender: 1%* At-Risk: 69% *IEP: 29%* *504 Plan*: 10%
Avg. Per Pupil Spending: $1,554 *Free/Discount Lunch*: 36.8%

Fall 2021

Average Scores for Selected Grades

Start of the Academic Year



Data Insights

Organizationally, students showed the highest gain in *Self-Confidence w/ Adults* on average.

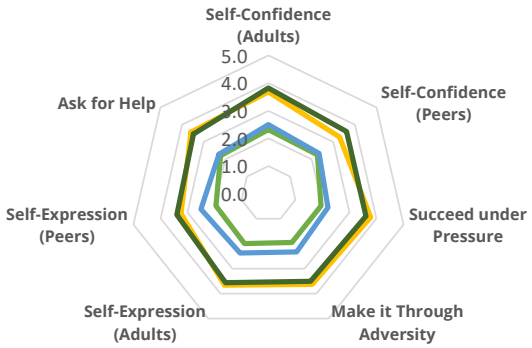
Below is the highest gain components for each grade.

- **1st Grade – *Self-Confidence w/ Adults* and *Self-Confidence w/ Peers***
- **2nd Grade – *Self Expression w/ Adults***
- **3rd Grade – *Self-Confidence w/ Peers* and *Self Expression w/ Adults***
- **4th Grade – *Asking for help***
- **5th Grade – *Self-Confidence w/ Adults***
- **6th Grade – *Self-Confidence w/ Adults***

Data Insights (cont'd)

- **7th Grade – *Self-Confidence w/ Adults* and *Self Expression w/ Adults***
- **8th Grade – *Self-Confidence w/ Adults*, *Succeeding Under Pressure* and *Making it Through Adversity***
- **9th Grade – *Succeeding Under Pressure* and *Asking for help***
- **10th Grade – *Self-Confidence w/ Adults***
- **11th Grade – *Self-Confidence w/ Adults* and *Asking for help***
- **12th Grade – *Self-Confidence w/ Adults* and *Succeeding Under Pressure***

At the time of Assessment



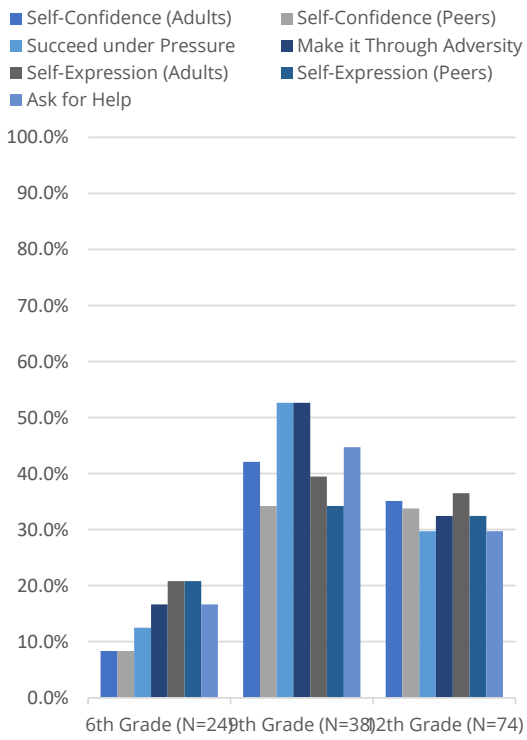
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021.
The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

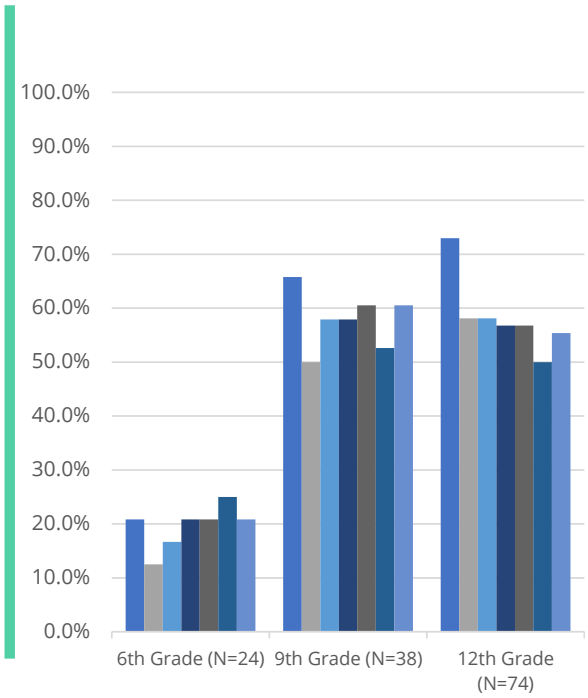
Growth Resiliency Measure
Organizational Report

Fall 2021

Percent of Students w/ High Scores (*4 or 5*)

At the Start of the Academic Year → **At the time of Assessment**





Data Insights

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

***Self-confidence w/ Adults* – 5th, 6th, 7th, 9th, 11th, and 12th Grades**

***Success under pressure* – 8th Grade**

***Ask for help* – 10th Grade**

***Self-expression w/ Adults* – 3rd Grade**

***Self-expression w/ Peers* – 3rd Grade**

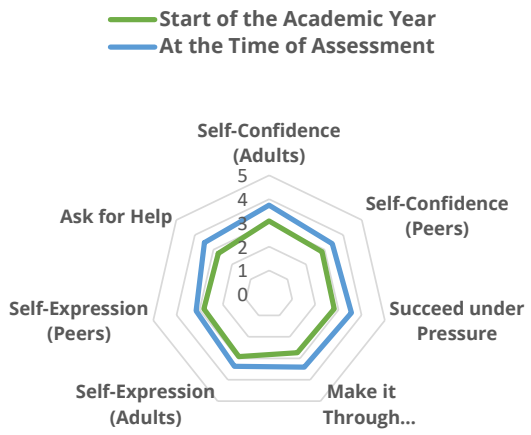
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021.
The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

Students of Color

Change in GRM Average (12th Grade)



Overall, students of color were most represented in *Self-confidence w/ Adults, followed by Self Expression w/ Adults*.

***Self-expression w/ Adults* had the highest percentage *of* 11th grade students of color.**

***Success under pressure* had the highest percentage *of* 8th grade students of color.**

***Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3rd, 4th, and 10th grades.**

K, 1st, 5th, and 6th all had 0% of students of color, however, all grades had less than 5 student, with 6th having 8.

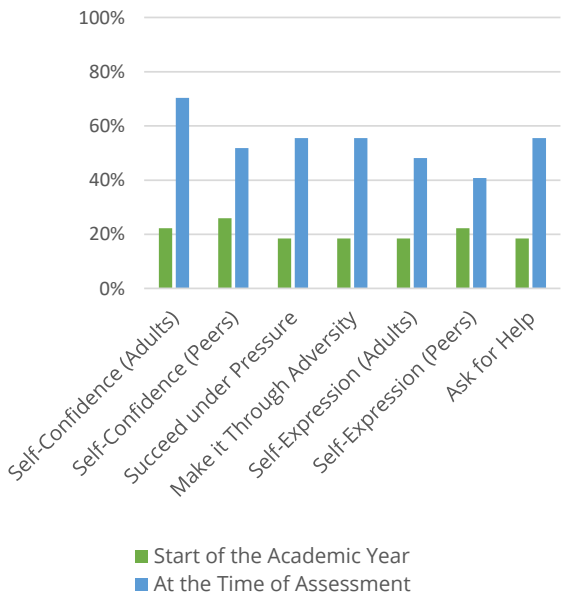
Note: 2nd Grade was evenly distributed amongst all components.

Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- ***Self-confidence w/ Adults* – 7th grade**
- ***Self-confidence w/ Peers – 2nd, 4th, 5th, 6th, 10th, 11th, and 12th grades***
- ***Success under pressure* – 8th and 9th and 11th grades**
- ***Ask for help* – 8th and 11th Grade**
- ***Self-expression w/ Adults* – 3rd Grade**

Change in Percentage of Students w/ Score 4 or 5 (12th Grade)



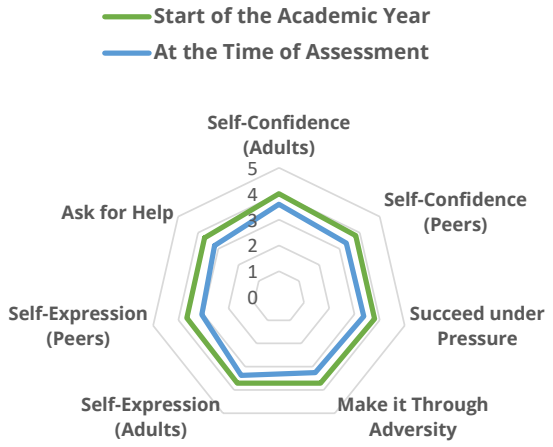
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

IEP Students

Change in Average GRM (*12th Grade*)



Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- ***Self-confidence w/ Adults*** **– 1st and 5th grade**
- ***Self-confidence w/ Peers*** **– 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades**
- ***Success under pressure*** **– 8th, 9th and 11th grades**
- ***Make it through Adversity*** **– 11th grades**
- ***Ask for help*** **– 4th, 6th and 11th grades**
- ***Self-expression w/ Adults*** **– 7th grade**

Note: K had 0 IEP students.

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

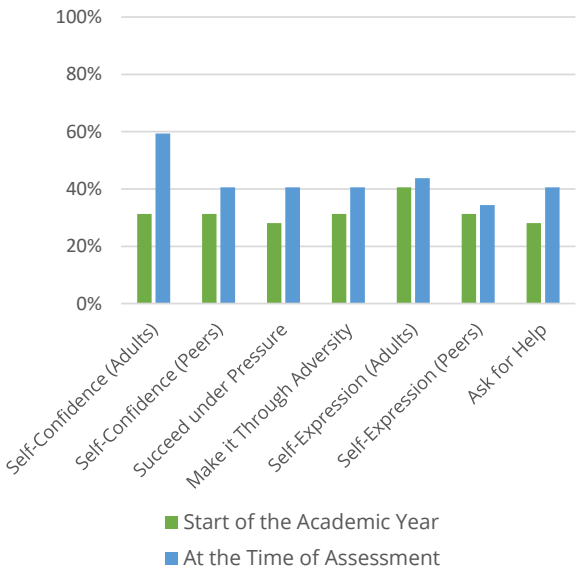
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.

Change in the Percentage of Students w/ Score 4 or 5 (*12th Grade*)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

1. GRM Submitted by Student Characteristics

Excludes students w/out information on their grade level or complete GRM scores

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
Student Count	4	19	8	13	11	12	24	19	39	38	48	74	73	**382**
Boy %	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	**52%**
Girl %	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	**47%**
Transgender %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	**1%**
Students of Color %	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	**34%**
IEP %	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	**41%**

2. Baseline GRM Averages (*at the start of the semester*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
Grand Total	**2.7**	**2.6**	**2.5**	**2.6**	**2.6**	**2.6**	**2.6**

3. Current GRM Averages (*at the time of data entry*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
Grand Total	**3.30**	**3.07**	**3.00**	**3.01**	**3.07**	**2.95**	**3.07**

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
Grand Total	**384**	**94**	**86**	**73**	**84**	**88**	**85**	**96**

5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
Grand Total	**384**	**179**	**142**	**136**	**137**	**146**	**133**	**156**

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
Grand Total	**384**	**24%**	**22%**	**19%**	**22%**	**23%**	**22%**	**25%**

7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
Grand Total	**384**	**47%**	**37%**	**35%**	**36%**	**38%**	**35%**	**41%**

8. GRM Definitions (referred as "components")

Self-confidence: trust in one's abilities, capacities, and judgment.

Self-expression: free expression of one's feelings, impulses, thoughts, attitudes, and talents.

Perseverance: persistence in doing something despite difficulty or delay in achieving success.

Success under pressure: accomplishment through an opposing situation/obstacle.

Ask for help: request to see/talk to someone for help.

ANOTHER CHOICE CHARTER - EXHIBIT 1

January 21, 2022

M[redacted]L[redacted]
[redacted] Nampa Id

To Whom It May Concern:

I am a Parent.

I recently heard that the Idaho Public Charter School Commission has recommended that Another Choice's Charter be revoked, and the school be shut down. My heart just breaks for families like mine. Because Another Choice was truly the Choice that my son needed. I know from meeting other parents that this was true for many many students. My son attended Another Choice for many years. He was a young man with a brain based disability who had failed out of numerous school systems because of behavior issues resulting from fear and anxiety. Home School provided the perfect environment for him where he could be educated in a calm environment. Another Choice Charter was a perfect choice for both of us, as I did not feel qualified to be a teacher. He was on an IEP. The teachers surrounded us and worked with him. they understood his challenges, and supported him so positively. He was able to attend school sometimes to work with the teachers, meet friends and be a part of a school. Yet do the most of his work at home in the calm environment he needed. This was the first time he felt safe and supported while in an educational environment. Teachers and staff were amazing. The support he got we could not have found any place else. My son completed all of his academic requirement and graduated in 2018. What was even better is that he graduate in the top 5 of his class. This would never have happened if we did not have Another Choice Charter School. I really hope the Charter Commission would look again. Too many students were able to succeed and move on to college, careers, and jobs because of this school. It is truly a good fit for so many. No other school offered this to the population of students who needed it. Again, I hope and pray you reconsider this decision. That any issues that may have swayed your decision to close, can we worked out to keep this school open. It would be a tragedy and a loss to students like my son and others.

Sincerely,
[redacted]

January 21, 2022

H[redacted] C[redacted]
[redacted] Emmett ID 83617

To Whom It May Concern:

I am a Parent.

ACVS has saved my son's acedemic career. This school allows him to get the help he needs and go at his own pace. When he started ACVS, he was failing all classes and didn't think he was worth anything. Mr. Hunter his advisor, changed that outlook for him and really helped with his self esteem as a student. My son has severe anxiety and has a hard time connecting to other students. The traditional atmosphere in a classroom was way to stimulating for him and his anxiety just was horrible. ACVS changed that for him. I am asking that ACVS obtain renewel. Every single staff member has a vested interest in my childs well being and learning. They will bend over backwards to help and are always available. This is not just in the school atmosphere, it is in the personal lives as well. If ACVS were to not get renewel, I am very afraid what will happen. ACVS gives students the support students need to achieve goals.

Thank you,
He[redacted] D C[redacted]
[redacted]

January 21, 2022

K[redacted] P[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Growing up I had social anxiety that ultimately led me to be a high school drop out (I'm now three classes away from an MPA and have overcome all of that) my oldest daughter who always excelled in school started to have the same symptoms and her grades and personally started to suffer from the school social environment. Another Choice has allowed her to have strong grades and work on her social strengths at a pace that does not impact her education. This program has and does make a difference for our family. She is now in FFA and wants to be a Farmer- that's worth investing our future into and allowing school formats that work for individual children.

Thank you,
K[redacted] P[redacted]
[redacted]

January 21, 2022

C[redacted] L I[redacted]
[redacted]aldwell ID 83607

To Whom It May Concern:

I am a Parent.

My son has been going to Another choice since his sophomore year. He struggles in a brick and morter school. He has greatly improved at Another choice. The teacher are great and take the time to help one on one. They reach out to me in text, calls, and emails. I also can reach out to them. I feel more in control of my student learning and know before it's to late to help. Being able to take him to the lab if needed. We love the school.

Thank you,
C[redacted] L I[redacted]
[redacted]

January 21, 2022

J[redacted] R[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

If not for this Charter School, our child would not have been able to complete the huge milestone in every child/parents life. Which is to graduate with a diploma. Our child did nothing but struggle in public school and the very day our child started at ACVS we saw the benefits and positive change. We would love to have other families experience this same accomplishment.

Thank you,
J[redacted] R[redacted]
[redacted]

January 20, 2022

R[redacted]H[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

We have tried other "alternative" schooling methods and this has been the best thing to have ever happened to my son. His teachers are persistent, helpful, understanding and literally go above and beyond - over and over! They force them to be accountable and are flexible when needed. They want to see you graduate, too!! Closing this facility would be a detriment to the youth that thrive in this type of schooling atmosphere. My son talks highly about all of his teachers and that's NEVER been the case! Thankful is an understatement - 2022 I will have my third graduate! Thanks to these guys!!

Thank you,
R[redacted]
[redacted]

January 20, 2022

J[redacted] P[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Another Choice took my son, who had been kicked out of my house by his mother while I was gone, & took a broken boy & helped finish up turning him into a man. He would not have graduated without the caring people at the school, he just completed his first year of marriage, & is in his 4th year in the Army as a successful Blackhawk Repairer. I couldn't be more proud of him & I can think of no reason why this school would be closed.

Thank you,
J[redacted] P[redacted]
[redacted]

January 20, 2022

J[redacted] E P[redacted] Sr
[redacted]

To Whom It May Concern:

I am a Parent.

First, "Grandparent" of FIVE students that have used the Superior services of A.C.V.C.S., Four of which have graduated from the full-service school. Each student, of course, required individual educational services as each person should be entitled to receive. One grandchild was at risk of not finishing high school. He was guided to Another Choice, where he caught up and graduated. He has been in the military now over three years and has been married over a year. Another grandchild is a self-driven student, but requires help in a few subjects. She successfully graduated there and is a Senior at NNU, having earned nearly full ride scholarships. Two other students required vastly different assistances and received them and graduated under full standards and are successful in their individual lives.

I have had opportunity to study several schools, special education and vocational education. I have determined that A.C.V.C.S., being not perfect, has proven itself over and over to provide opportunities for students from all walks of life to make the best possible outcomes in education, depending on their willingness.

Sincerely
J[redacted] P[redacted] Sr. B.S. (Math) M.Ed. (Counseling) ID State Teaching Cert. (15years)
[redacted]

January 20, 2022

K[redacted] D[redacted]
[redacted] Boise id

To Whom It May Concern:

I am a Parent.

My daughter was diagnosed with epilepsy her 6th grade year. School became very difficult for her to navigate. The over stimulation in the halls and classrooms were a huge trigger for her seizures. She tried a smaller private school but still was struggling. Another choice charter allowed her to continue her education and while tayloring to her specific needs. They have been a huge help to her success as a student. She is graduating this year and I honestly believe if she had to have continued in public school she would not be. Another choice did an amazing job making sure [redacted] was on task and on track. We are very thankful this was an option for us.

Thank you,
K[redacted] D[redacted]
[redacted]

January 20, 2022

C[redacted] R[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Honestly ACVS has offered my kids another opportunity to learn they've been on point with the tutoring and giving my kids the help they need ONE ON ONE class with the teacher or with the tutor teacher they have been learning much better than when they used to go to regular school and we're very very happy with the ACVS my oldest daughter graduated last year and I have another one that she's been with the school since to.

Thank you,
C[redacted] R[redacted]
[redacted]

January 20, 2022

L[redacted] S[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

My kids have never felt more safe in school. The school has allowed me and my kids to have an open schedule. No school is anywhere near as flexible.

Thank you,
L[redacted] S[redacted]
[redacted]

January 20, 2022

M[redacted] Su[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

This school has allowed my children to excel at academics and has offered me and my children to be safe from covid.

Thank you,
Ma[redacted] S[redacted]
[redacted]

January 20, 2022

K[redacted] B[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Another Choice Charter School has helped my child tremendously. He was attending another High School and failing poorly. We took the appropriate steps to get him into something that would fit with our schedule, and he has excelled every since. This is his last year of high school and we are proud to say that he will finish at Another Choice Charter School!

Thank you,
K[redacted] B[redacted]
[redacted]

January 20, 2022

N[redacted] E[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Another Choice Charter school has been an excellent school for my sons education . Please renew their licenses. The staff and educators do an excellent job.

Thank you,
N[redacted] E[redacted]
[redacted]

January 20, 2022

A[redacted] R[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

If it wasn't for another choice I don't think my son would have ever gotten through school and graduated from high school. My son was diagnosed with Asperger's Syndrome when he about 4 years old. My son went through many Public Schools and none of them could help my son. I felt so hopeless for my son's future. I heard about another choice and I decided to take a chance and hope that they would be able to help my son get through school. my son started going to another choice starting in his Elementary years and he graduated High School last school year. I have never seen my son so happy and his life to be able to graduate and get his . I would really be sad to see another Choice close down. I'm sure there's other families out there that are struggling with what I was struggling with my child's education and his disability. We love you another choice you guys will forever be in our hearts.

Thank you,
A[redacted] R[redacted]
[redacted]

January 20, 2022

P[redacted] S[redacted]
[redacted] Caldwell, Idaho 83607

To Whom It May Concern:

I am a Parent.

I appreciate the opportunity to educate our children in this school. The structured work week and the help that is provided, for our children to learn the material, is invaluable. Being able to accomplish the school work in a more flexible schedule at home is important to me and very worthwhile.

I do not understand why this learning format is being considered to be canceled. Having had our children in the public school system in the past, this is by far a superior way to teach our children.

Thank you,
P[redacted] S[redacted]
[redacted]

January 20, 2022

P[redacted] C[redacted]
[redacted], Idaho 83634

To Whom It May Concern:

I am a Parent.

As a parent of a past Another Choice Charter graduate and a current student, both of my son's have anxiety and has prevented them attend school in person. Luckily, I was referred to Another Choice Charter by a friend so my sons could continue their education. My oldest attended 2012-2016. He was able to graduate.

My youngest son had anxiety hit in early 2020 with COVID hitting soon after, we tried to wade through in person school as Fall 2020 reopened in hybrid model. Soon we realized he was missing more school the attending. We made a switch to all online for the 2nd semester through school district we live. He thrived and learned more with online classes. Bringing us to need an all online school again in Fall 2021.

So I immediately enrolled him in Another Choice Charter. Seeing the growth of Another Choice Charter and their changes in structure amazes me. I know I have found the school my son needed. He has learned more this year then I think he has all his school past, also has gained confidence in his learning.

Thank you,
P[redacted] C[redacted]
[redacted]

January 20, 2022

J[redacted] B[redacted]
[redacted] Nampa ID 83651

To Whom It May Concern:

I am a Parent.

My name is J[redacted] B[redacted] and I am the mother of a tenth grade student by the name of [redacted]. J[redacted] has Asperger's Syndrome and was diagnosed when he was in first or second grade. He had a hard time making friends, would not focus on his school work, and an absolute nightmare to get up in the mornings for school. I work swing shift and fighting with him each and every morning was incredibly difficult. I would receive letters from the public school district for his attendance, he was threatened by his middle school principal that he would not be able to get his driver's license when the time came, if he would not cooperate and get to school. This went on for years and finally I came to the realization that attending in person was going to continue to be a challenge for [redacted] and that I needed to find another school that would better fit our family needs. After speaking with a friend that have children in Another Choice Charter, she told me how it has worked for them. I reluctantly gave in and pulled [redacted] out of the public school system here in Nampa back when he was in 8th grade. It was the best choice I have made for him.

[redacted] is now in 10th grade and is doing such a wonderful job at his academic studies. His classes have required him to try and come out of his shell with speaking to someone else over video, asking for help when needed which is something he would not do, communicating with his teachers, also something he did not do well with, and their system has been set up to hold him accountable if he does not stay on top of his schoolwork. He is able to go at a pace that best fits his needs. Now that he is older, attending Another Choice Charter has allowed him to start his own business and be able to work his job and do his studies at a time during the day that is convenient for both him and our family. During the first wave of the pandemic, nothing really had changed for him and he kept on track both academically and personally. If he was still at the public school campus, I could guarantee that the changes and the schedule would have been horrible for his spectrum issues. His teachers are always available, encourage him to come in when help is needed, and also has encouraged him to ask us for help rather than hiding in a corner and pretending that he doesn't have school work to do and fighting us on getting up in the morning and going to school.

Our older children whom have since married and moved away, attended a different Charter school for a brief time that closed down shortly after we pulled them out and put them back in public school. That experience was detrimental to my daughter's learning that she fell behind in school and I still feel as if she missed some important aspects of her second grade year and was never caught back up. I still see it to this day and she is 21 years old. If Another Choice Charter were to close down, I am not sure where my son will go. He refuses to go to public school and

since we are in the Nampa High School zone, he said he will not go under any circumstances. Change to his routine will send him spiraling down a path that I just cannot go down again. Another Choice has been a God send to our family and I would imagine to other families that have similar behavioral and social issues such as my son. He literally is doing fantastic in school now, I just don't want to see things go down with his last two years of school. I am trying to keep him in school, not push him out because of whatever issue has come up. As a parent, I am asking for some kind reconsideration and rectification on this matter so our students will not be put in the middle of this dispute and have their lives uprooted.

Thank you,
J[redacted] B[redacted]
[redacted]

January 20, 2022

I[redacted]B[redacted]
[redacted] Nampa ID 83686

To Whom It May Concern:

I am a Parent.

I am writing you to tell you about my child's experience with Another Choice Charter for the last 12 years.

Little back story. My son [redacted] was diagnosed with Autism at the age of 5, while in public school kindergarten. [redacted] was labeled the "problem child" because he would throw fits when asked to move to another task BEFORE completing the task he was working on. His teacher thought he was ignoring her because he wouldn't look her in the eye while she was taking to him, so she would sit him in a corner. She would always send him to the principle's office where I was called to come get this child.

I was so sad, and didn't know if I, as a single parent, had to quit my job to home school my son. I was looking for options everywhere, praying every night for an answer.

I came upon this Charter School specializing in kiddos with Autism, difficulties learning, etc. With tons of anxiety, I registered [redacted] for his 1st grade year. I was constantly emailing the teacher to see about [redacted] behaviors, difficulties in emotion. The teacher would always commicate with me, answer every email. [redacted] didn't have the problems like he did at public school. The curriculum at Another Choice catered to [redacted] and how he learned and how fast or slow. The teachers cared about [redacted] him as a little human, not just a kid they have to deal with cause it's the job.

Another Choice made it possible for [redacted] to learn, and be a part of something awesome. [redacted] will be graduating this May 2022 as an A/B student. He will be starting a welding school Feb 1st, with continuing help from Another Choice Charter.

The values, the teachers, the administration that Another Choice have are very special. They truly love and care about every child.

Thank you,
I[redacted]B[redacted],
[redacted]

January 20, 2022

J[redacted] L[redacted]
[redacted] Caldwell, ID

To Whom It May Concern:

I am a Parent.

Another Choice Virtual Charter school helped my older children continue school when covid restrictions made things difficult.

I have 1 child with social anxiety and ADHD. She could not handle the large amount of people in person at our local high school her freshman year. Virtual school was the choice that helped her finish out the school year last year. We were lucky to get her into Another Choice this year. Though she is struggling a bit personally. We are taking steps as a family to help get her more motivated.

Thank you,
J[redacted] L[redacted]
[redacted]

January 20, 2022

A[redacted] B[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

I love another choice for my children 👎. They were in a public school before ' all my children didn't hardly know how to read !!! . Coming to another choice the teachers are wonderful and are always willing to help my child to succeed. Please know I would not want them to close down ' . I would be devastated 😩

Thank you,
A[redacted]
[redacted]

Another Choice VIRTUAL SCHOOL

Laura Sandidge <lsandidge@anotherchoicecharter.org>

Fwd: ACVCS

1 message

[redacted] Thu, Jan 27, 2022 at 10:38 AM
To: "ACVCS - Mrs. Daniels Home Room 3rd Grade" <jdaniels@anotherchoicecharter.org>, L <lsandidge@anotherchoicecharter.org>

Please use this for any purpose you see fit. Thank you.

---------- Forwarded message ---------
From: S[redacted]
Date: Thu, Jan 27, 2022, 9:18 AM
Subject: ACVCS
To: ACVCS - Mrs. Daniels Home Room 3rd Grade <jdaniels@anotherchoicecharter.org>

To Whom it may concern:

My name is S[redacted] W[redacted] I have a 5th grader that goes to Another Choice Virtual Charter School his name is C[redacted] W[redacted] He has gone to ACVCS since he started school in 1st grade. The teachers are so helpful and encouraging at his school. They get back to me quickly and are C[redacted]s biggest fans beside his father and me.

This school is very important to my family because we own a business in Oklahoma. My son gets to see his father more and stay up on his schoolwork going to this school. For one parent working out of state it is crucial for my family that my son continues at this school.

[redacted] is a straight A student who has always worked hard. [redacted] doesn't want candy or money but rather he thrives and exceeds at "Way to Go!" And "Great Job [redacted]!" His teachers know that and are quick to point that out every chance they get. Which they know only makes [redacted] work harder.

My family would not be as close as we are if my son had to go-to another school. We have time together that we would lose if we didn't have this school to go to. That's everything to us. The education my son gets at this school is priceless in so many ways. My son has only ever earned straight A's every quarter and semester since he started first grade at this school. He works hard but a good school is only as good as it's teachers and with how caring and attentive and fun these teachers are at my son's school he thrives at his level. Not the student sitting next to him but rather at [redacted]

level.

They have seasonal parties and field trips and with their virtual clubs and classes he really gets a super education experience. It's helped keep my family close. Priceless.

Sincerely,

S[redacted] W[redacted]

State of Idaho

Department of Education

650 West State Street

Boise, ID 83702

(208) 332-6800

Re: Another Choice Virtual Charter School – Dr. Laura Sandidge

To Whom It May Concern,

Regarding the actions taken against Another Choice Virtual Charter School (ACVS) based out of Nampa, Idaho, I hereby give my account of the school and the administration.

My name is M[redacted] C[redacted] I'm a mother first but I served our community and state in various roles concerning Early Childhood (Region III Chair for Early Childhood with Health and Welfare, State Parent Representative for EC3 appointed by Former Governor Dirk Kempthorne and Idaho State University Early Childhood Council, Autism Speaker/Presenter for the Treasure Valley, etc.) All three of our children, now adults, attended ACVS for over 10 years. We were part of the initial 50 members of a trial group to get ACVS established. We sought out a resolution to the constant problems we encountered within the public schools in District 131 that our children were attending but not receiving adequate care through their IEP, 504 Plan and various accommodations. However, ACVS graciously accepted our children, made the appropriate accommodations and they were more than effective in giving our three children the education they deserved.

Throughout those 10 years, we were very involved in the structure of our children's education and felt that the school, administration and teachers gave our children confidence, security and pride in their achievements. They grew, not only as individuals but gained independence with the help of ACVS and their AFI (Advocates for Inclusion) technicians. Every one of our children graduated from ACVS (2016, 2018 and 2019) and we are ever so grateful for the direction that Dr. Laura Sandidge and staff have given them to be successful in school, life and that they gave them a future.

Our oldest son is 24 and has Autism, he was formerly rejected from other schools in the district, but ACVS accepted him and loved him in all his short-comings, and he is now a vital part of his community serving in many areas across the Treasure Valley in various volunteer positions. Our second son is 21 with Aspergers, was also formerly rejected from other schools in the district, but ACVS accepted him and loved him in all his short-comings, and he is now working at the Boise ACVS office as well as Sodexo on the NNU campus. Both our boys were ruthlessly bullied and no one within the public school system would come to their aid and we were forced to pull them from those establishments. Had ACVS not given them opportunities within the school to gain confidence and grow they would still be struggling in life, work and other areas. Our daughter is 20 and was born with Excessive Femoral Anteversion (twisted femurs) and was bullied by children and teachers on the district but ACVS accepted her with open arms and allowed her to do things that she would otherwise not have had the opportunity. Not only did she graduate a year early from ACVS, but she is currently a senior attending Northwest

Nazarene University as a Graphic Art Design Major with a Minor in Music. She is set to graduate within the year and currently works at Hobby Lobby.

I'm saddened at the fact that the State of Idaho is blind to the value of ACVS and what it is accomplishing in and around our community. Instead, this school should be used as an example of how the districts should be running their schools with those who have disabilities and that these kids are vital to our state but instead, they are being wrongfully accused, chastised and constantly threatened. Dr. Laura Sandidge has devoted her life to the well-being of those with disabilities and it was under my suggestion, due to our children being outcasts in other schools, that she started this wonderful virtual charter school. We consider her to be the most influential in our children's successful educational experience. First and foremost, she wants everyone to succeed, feel important and accomplished. Another Choice Virtual Charter has always worked within the state's guidelines and parameters and never once have they intentionally tried to go against standards, they have always complied. ACVS is accepting of everyone, treats everyone with respect and dignity and my only wish is that the state would reciprocate by not allowing outside disrupters to destroy a perfect model of educational instruction and allow these children to complete their education with self-assurance and pride in their accomplishments.

I appreciate your time and due diligence in this matter to quash those that are simply disappointed that they didn't think of this education model first.

Born and raised an Idahoan,

[redacted]

M[redacted]C[redacted]

[redacted]

Nampa, ID 83651

[redacted]

January 25, 2022

C[redacted] R[redacted]
[redacted] Caldwell, Idaho 83607

To Whom It May Concern:

I am a Parent.

I have four kids enrolled in another choice charter school. It started with my second to oldest son, he was diagnosed with being on the spectrum and is actually very high functioning, the term used back in the day would be asbergers, we were just learning about his diagnosis and he was having such a hard time in regular school he shut down. I thought I was going to lose him one day because he was just so depressed, Another choice charter was recommended by a counselor at his school and it was such a blessing. It took the anxiety of having to navigate his diagnosis in public, just out of the way, he was able to deal with everything in a safe environment and not fall behind on school, I have similar stories for each of my kids, my 7 year old son lost half of his intestines and is considered disabled, but you couldn't tell by just looking at him. He has such high medical needs at times and the traditional school was failing him badly even with an iep, he has managed to stay out of the hospital now thanks to another choice and he has not had to miss school work because of his medical appointments. The best part of this school is that my kids can go somewhere locally and get help at the school lab, the teachers that end up working with my kids are amazing. Honestly they are so patient and they accommodate just about anything that is going to help the kids learn. The teachers do more one on one interaction through this school, they do one on one zoom meetings with the kids that can't go to lab, and they keep an eye on grades and reach out almost everyday to see how the work is going. I mean what other school encourages you to text your teacher. There is just so much more help at another choice that I honestly can't imagine it closing. What are all the kids going to do if that happens, the other charter schools in the area do not have an online learning program like this and k12 is so hard my kids tried that and they received no individual help. This school allowed my kids to be happy emotionally strong kids, no bullying, no snotty teachers or administrators, they got encouragement from everyone, the teachers really do show the kids how to advocate for themselves as well. It's a necessity to the community this school remain an option for the kiddos who find themselves in need of a school like this. If it wasn't around my kids would not be a success story I know that for sure.

Thank you,
C[redacted] R[redacted]
[redacted]

January 25, 2022

B[redacted]

To Whom It May Concern:

I am a Parent.

I would be devastated if Another Choice would close. My son wouldn't be in school if it wouldn't be for Another Choice and the staff.
Another Choice has gone above and beyond to help our son. Belive me when I say if it wouldn't be for Another Choice my son wouldn't have a chance and a regular High School.

Thank you,
B[redacted]

January 25, 2022

S[redacted] W[redacted]
[redacted] Nampa Idaho 83651

I am a Parent.

Idaho Public Charter School Commission,

I wanted to share with you how Another Choice Charter School has changed the course of my child's education and his life in an incredible way. His future will be different because of the education and care he has received at Another Choice for the past 5 years. I hope that the support he is receiving will continue both for his sake and for the sake of many others who need alternate learning settings and special resources to make progress.

Previous to coming to Another Choice, my son [redacted] attended traditional public school in Washington State. He was in a self contained classroom at a school where I also taught 3rd grade. I saw him in his learning environment every day and also spent time in his classroom every week. He made very little progress in that program because the resources were not in place to make it a viable learning environment. It was a frustrating situation as a parent to walk by my son's classroom several times a day and never see him engaged in any kind of learning. The staff there desperately tried to manage high needs behaviors in the classroom at the expense of academic engagement. My own child was so stressed in this environment that he was completely shut down all of the time. I mention this situation so that I can contrast the incredible experience we have had with Another Choice.

From our first contact with the school I felt that they treated my son, me and my husband with respect, true concern and care. My first contact with a teacher there involved a conversation where I felt heard and the teacher expressed her belief that my son could learn. In subsequent meetings the teachers and other staff presented concrete plans and appropriate and attainable goals for [redacted] Their handling of his IEP has been exceptional. Once goals are attained, the teachers are immediately implementing the next goal. The physical building where students go to learn, get help, and receive interventions is professional and welcoming. The teachers and staff there are caring and perform their work in a professional manner. They give great attention to the needs of each individual and figure out ways to meet those needs. [redacted] benefited greatly from their attention to his needs and their creative solutions and instruction. Since I am a 20 year veteran teacher, I recognize how rare it is to have this amount of individualized attention.

We have been with Another Choice for 5 years and in that time my son has received individual instruction from both teachers and para educators on a regular basis. He has been involved in reading intervention and social groups. He has had opportunities for individual Speech and Occupational Therapy. These are things that were not offered to him in any other educational setting for the 5 years that he was in Washington. He has progressed from having zero

academic skills at all, to exceeding our expectations on his academic goals each year. I was shocked at how much he learned in just the first year and cried in relief many times to have found a place for him to learn. The learning and high expectations have continued ever since. We credit the appropriate learning settings, accommodations that work, support from staff, and resources provided by Another Choice. His teachers could see that he had potential to learn and worked hard to provide a setting and resources where this could happen.
I have not perceived there is any other charter school providing something of this caliber for students with special needs. I commend Another Choice for giving such great effort to create a place of learning for students who are different. I also hear from other parents that the typical kids in this school benefit from this individualized approach as well. When I visit the lab building, I see all types of students entering there to learn together in a positive environment where the learning is prioritized. It is obvious that there is a high expectation for students to learn, no matter the level they are working or how difficult it may be for them. The teachers and staff there invest their very best in each student and the board and administration are focused on giving a quality educational experience to all students in their care, no matter their ability.

Another Choice has opened a door for [redacted] and our family to see a different future for him. We have hope that he can keep progressing with their help and when he is an adult will advocate for his own needs, participate in meaningful work and activity, develop relationships and participate in social activities that enrich his life. We know that he will always be different than others, but we have hope that with help his future can be just as bright.

Sincerely,
S[redacted] W[redacted]
[redacted]

January 25, 2022

J[redacted] T[redacted]
[redacted] Nampa ID 83651

To Whom It May Concern:

I am a Parent.

We are learning and growing and this school is allowing us to do so. We can move at our own pace and enjoy learning as a family. We have friends who their kids went to this school and they loved it. I do not want to put my son at a different school. We love this school and our routine and what this school allows us to do and achieve. Two of my nephews and a niece are super excited about applying and attending this school within the next few years when they are of age! Regular in person schools can't even keep their doors open with constant sickness and staffing issues. With another choice charter we are able to continue lessons in our home when we are sick or when life gets in the way. We don't miss assignments and get bad grades because we've been out of school for a week when it's shut down, school is in our home! I searched for months before finding this school and I'm so happy to be apart of it with my son! I believe we are one of many who want this school to stay open! Thank you for your time! - J[redacted] and T[redacted] T[redacted]

[redacted]

January 24, 2022

K[redacted] R[redacted]
[redacted] Nampa Idaho 83651

To Whom It May Concern:

I am a Parent.

My daughter [redacted] currently attends Another Choice. It has been a blessing for her and our family. [redacted] has a hard time making friends because of anxiety and she is also very shy. She attended another charter school in our area 2nd -5th grade However she was missing so much school and would cry almost every night with the stress of going to school. When she came to Another Choice she was able to work from home, come into the school for help and join clubs to help her socialize. (She currently attends Anime club and Kindness club) She says she loves Another Choice because the teachers are great, she gets one on one help when needed and Can go to the lab and not feel judged or singled out. [redacted] feels like the students here understand some of what she is going through. As a parent I feel the same way. She is now in the 8th grade and doing very well. I honestly do not know what we would do with out Another Choice.

Thank you,
K[redacted] R[redacted]
[redacted]

January 23, 2022

[redacted]
[redacted] Homedale, ID 83628

To Whom It May Concern:

I am a Parent.

My daughter [redacted] joined ACVCs this last year. With our daughter's many health issues/diagnoses traditional public school did not accommodate her needs. Most of all her potential, (even with her 504 in place) she felt inadequate. I gathered her work, helped outside the classroom, and tried to work with all her teachers to keep her grades intact. With all her doctor appointments & flares she started feeling bad about herself. She was able to get A's & B's but the cost was all her time. We spent countless hours trying to catch up. We had no family time, time to socialize, and we both shed many tears. Day after day, Night after night, we did the very best we could. She did not receive enough classroom time or establish the teacher relationships needed to feel successful. Another Choice Virtual Academy has given her back her confidence. You will not find a more dedicated staff (no matter the circumstance). [redacted] absolutely loves the help that is available to her every day. She no longer has to stress about doctor appointments, if she will be sick, or if she will be able to catch up. The work is accessible, well explained, and easy to navigate. She's gotten her life back even with the obstacles in her life. I am completely devastated at the thought of this school closing down. We have tried other online curriculum based schools (as her siblings have diagnoses as well) with little to no success. Children need adult supervision, support, and guidance. We know we will not find this with any other homeschool program. I fought homeschool for years. I had an idea of what normal needed to be for our [redacted] Although she didn't get it with public school like I thought, she has gotten it with Another Choice. To anyone who has taken the time to read my statement or anyone else's. Please read them with an open heart, please look at the success behind this school (I know many students who graduated because of the staff & curriculum). We pray every night for this school to be able to continue to help. [redacted] prays with us. She hopes she can continue to feel successful & happy. This school does not only educate, accommodate, or teach, it saves! Many generations of students need to believe in themselves and have this extra help. No two children are alike, no situation is the same, and no one can truly know the difference this program makes unless they have experienced it first hand. Several children need this school. Please make this possible. Thank you for taking the time to read about our daughter's hope, opportunities, and benefits with Another Choice Virtual Charter School.

Thank you,
[redacted]

January 23, 2022

S[redacted] H[redacted]
[redacted] Meridian, ID 83642

To Whom It May Concern:

I am a Parent.

Another Choice Virtual School has changed my son's life and our household. My son is on the spectrum and has always had a hard time in school with terrible grades, social interactions with other students, being bullied, getting in trouble, suspended, never fit in etc...since being at at Another Choice he's had all A's and B's which he's never had his whole life or the desire to have, now he does. He's off all his anxiety meds, he loves school and life now. Another Choice has brought happiness and confidence into his life. He loves all his teacher and they all have been so nice and kind to him. He actually wants to learn and has a drive which he's never had. I don't know what we would have done without Another Choice Virtual School. I ask that you please consider continuing Another Choice Virtual school. It has been a life saver for my son and I don't know where my son would be without this school. It gives him the flexibility he needs when he's having an "off day" and still get the education he needs with out attendance penalties. He has the choice to go into school or not on his own without the pressure of going in if it's not a good day. I am so thankful for what Another Choice has done for our family and my son.

Thank you,
S[redacted] H[redacted]
[redacted]

January 23, 2022

P[redacted] E[redacted]
[redacted] homedale, Idaho 83628

To Whom It May Concern:

I am a Parent.

Another choice has helped my child to enjoy learning. His teachers are very helpful and do everything to ensure he succeeds. He used to dislike learning but now has become way more independent and enjoys school more than he did in the past. He has had a bad experience with a teacher in public school that made him very leery of doing this program but he has great teachers who've helped him to overcome his past fears. He really has thrived in another choice. We love this program! Hopefully it will always be available for my children and many others who are looking for a great learning program.

Thank you,
P[redacted]
[redacted]

January 22, 2022

J[redacted] H[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

My daughter is autistic and has always been on an IEP at the schools she attended. Studies can be very difficult for her. [redacted] started at ACVS at the seventh grade level. [redacted] was able to work at a pace that was comfortable for her. Subject matter usually proved challenging and rigorous for her, but the faculty provided much needed support, direction and encouragement. [redacted] completed her high school education at ACVS and went on to attend Stevens Henegar College. The college staff was reluctant to let [redacted] enroll in classes because they do not support IEPs and was worried that she would not be able to handle the rigors of college classes. Not only did [redacted] survived at this level, she thrived. I have no doubt that because of the class taking skills she learned at ACVS, she excelled at the college level. She just graduated this summer from Stevens Henagar Magna Cum Laude with a degree in computer programming.

Thank you,
J[redacted] H[redacted]
[redacted]

January 22, 2022

D[redacted] A[redacted]
[redacted] Boise Idaho 83704

To Whom It May Concern:

I am a Parent.

Until I got my daughter's diagnosis and actually during, it was a constant struggle of chaos. There was never any real consistent accommodations for her that met the needs she needed in her other schools environments. Until I discovered Another Choice Virtual Charter School and she entered there in 7th grade I wondered if she would every graduate high school. Not only did she graduate high school but they worked with me when times were difficult with her mental and special health needs. My daughter has graduated high school all thanks to the choice she and I were given by Another Choice Charter School.

Thank you,
D[redacted] A[redacted]
[redacted]

January 22, 2022

A[redacted]
[redacted] Homedale, ID 83628

To Whom It May Concern:

I am a Parent.

Another Choice Virtual Academy is the school we had been looking for. It offers our family freedoms that are not offered thru a public school setting. Working in agriculture and farming there is always a hand needed and the hours of that are various. It has been a life saver to set our own schedule and still have our children help out with farming while instilling good work ethic and knowledge. As a stay at home mom, I had been searching for a school that would offer my family everything we were looking for, Another Choice has filled that need. I am raising my children while they are receiving an education. I am not sending them off somewhere where they are practically raised by someone else or by themselves, and having very little "home life." My son and daughter both attended public school previously before we switched to Another Choice. My son was bullied nearly everyday he went to school. He came home almost everyday crying and saying he never wanted to go back to school. This was so heartbreaking and hard to explain to him that it was a necessity that he attended school everyday. Since we moved to Another Choice we do not have to worry about that anymore. My son has friends and is still able to get an education in a safe environment. I probably would have home schooled my children on my own if it was not for Another Choice. I did not have to worry about the curriculum, the classes or how I was going to teach them. Another Choice is full of great teachers that are the head of each class, teaching the kids their education instead of me. I feel like they are receiving a very adequate education with Another Choice compared to what me as a teacher would have to offer. I love that my children can receive their education online from Another Choice whether it be in the comforts of our own home or anywhere they can take their computer. I do not care for the public school school system in general. The children can be very rude, pick on others, use fowl language and for the most part get away with it. This society and their use of fowl language all the time is appalling. I try to teach my children so many things, like how it is inappropriate to use fowl language, to have good influences and to be kind to each and everyone. Being enrolled with Another Choice has allowed me to instill these good habits in my children without having to toss them to the wolves. Raising children with good morals and understanding of what a good human being should be like is important to me. This school has allowed me to control the environment my kids are in. My children are not sheltered like you would think, they are not a bunch of shut ins. They have friends, lots of family and are able to gain much needed life experiences. My daughter is on track to graduating next year, she has expressed how much she will be disappointed if we are unable to return. The other day she said even tho she is almost finished with her education she would not return to a public school setting. That means she would rather drop out of school and not finish if she is unable to return to Another Choice and I agree with her. I feel like Another Choice has offered my children a very good education while also

offering a somewhat easiness to life. What I mean is the convenience of being able to receive an education at home. Being able to receive an education if we go on vacation or visit family in another state. My children have always brought their computers with them and was able to complete the tasks asked of them for the day. In public school setting I always had to schedule a vacation time and they had to make up their work when they returned and missed out on the instruction. Another Choice was always brought with us and worked on whether we were home or out of state. There is no other school option like this that I am aware of. If Another Choice would have been around back when I went to school I would have LOVED it! My family would choose Another Choice Virtual academy over and over again for the education of our children. My hope is that my children will be able to return to Another Choice and each receive their educations in full until the graduate. It would make me sad to see my daughter go so far and almost have that victory in hand, only to be denied an education at this school. We all only want what is best for our children in life, and no one can know better than a parent. Please do not deny my children to receive an education that WORKS for them. We need this school and what they have to offer to our children! I do not know what we will do if we are unable to return.

Thank you,
[redacted]

January 26, 2022

H[redacted]
[redacted] Nampa I.D 83687

To Whom It May Concern:

I am a Parent.

Hola mi opinión es que por una persona que se equivocó y iso algo mal. Tanto Maestros como alumnos merecen seguir trabajando por medio de este programa. Por mi parte estoy muy agradecido y a la vez me siento muy bien al saber que mis hijos están en esta escuela más ahora con el COVID 19 me siento más agusto que mis hijos tengan escuela en casa es gran ventaja que no se exponen a enfermaste al asistir en persona a una escuela.

Espero que puedan seguir adelante con esta escuela pues es mucha ayuda sería una lastima que se perdiera por favor permitan que siga adelante por mi parte les doy las gracias por tener este programa y esperando que continúe en el futuro. Por favor. Gracias

Thank you,
H[redacted]
[redacted]

January 22, 2022

L[redacted] G[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

My daughter started attending Another Choice about 3 years ago after a horrible bullying experience that was not dealt with in the Nampa school district. We love Another Choice because they offer a safe environment when my daughter needs to go to the lab. The many options offered by the teachers for one-on-one help is great as my daughter has some special needs.

Thank you,
L[redacted] G[redacted]
[redacted]

January 21, 2022

L[redacted] B[redacted]
[redacted] Nampa, Idaho 83686

To Whom It May Concern:

I am a Parent.

I am a Great-Aunt and tutor of four nephews and two neices that have been successful in ACVCS ; one is still attending. One went from a dysfunctional public school and low self-esteem to excelling with ACVCS and joined the Army. The Army wanted to know what happened his last year, and he was proud to say it was ACVCS. No other school personalizes the student's needs and goals to optimize the success of each person. They are all responsible or are becoming responsible adults that go on to college, Army, gainful employment. The school has great leadership.

Thank you,
L[redacted] B[redacted]
[redacted]

January 21, 2022

D[redacted]W[redacted]
PO Box 395 New Plymouth Idaho 83655

To Whom It May Concern:

I am a Parent.

So nice to find a school for my son to finish his Senior year after he was singled out by a supposedly "wonderful basketball coach" who had a vendetta against some peoples religious choices. He was so much happier being able to work his Senior year instead of being stuck in school and still being able to graduates with a diploma! He has had a multitude of job offers and has been continuously employed since his Junior year. He is doing very well, still at home only because of exorbitant housing prices. Idaho needs choices like "Another Choice Charter" so young adults can get on with their lives if they do choose! Thank You!

Thank you,
D[redacted]W[redacted]
[redacted]

January 21, 2022

L[redacted]P[redacted]
[redacted] Nampa, ID 83686

To Whom It May Concern:

I am a Parent.

It took a long time to find the right school for my daughter. She has a slue of medical issues, anxiety, seizures, etc. She loves her school and the flexibility. She loves the lab, not having to hurry from classroom to classroom and she loves all of the teachers.

Thank you,
L[redacted]
[redacted]

January 21, 2022

M[redacted]
[redacted]Caldwell, ID 83607

To Whom It May Concern:

I am a Parent.

I love this option for my kids because it lets me teach them at home but also I can get help from teachers if I need it and everything is already laid out so I don't have to try and make up the curriculum on my own. My kids love that they get their own laptop to do their school on and the fun learning games they can play on them for school. My son has learned a lot from doing this school and I hope to continue to get to teach him through this school.

Thank you,
Ma[redacted]
[redacted]

January 21, 2022

F[redacted] L[redacted]
[redacted]Parma, ID 83660

To Whom It May Concern:

I am a Parent.

My son graduated this past year from Another Choice Virtual Charter School.
I have 2 sons with high functioning autism. My oldest who is 23 is a high school drop out. Completing only the 8th grade through traditional school through the Nampa School District. My youngest was in the Gateways program in the Nampa School District. He had many behavioral issues. One Neoro-Psych told me that he hould be in and out of prison. 6th grade brought many changes for this child. His teacher chose to go to a middle school to teach, leaving behind a bunch of emotional disturbed children without a teacher. From substitute teachers to moving into the secondary school. I requested a meeting for parents to help the transition into the new school & was denied. We stayed with the school until March, that's when my son transferred to Another Choice. Let me tell you...that was the best decision EVER. My son had a 1-on-1 aid to assist with his needs. I am excited to say that my son was able to graduate in May & is a full-time employee at Walmart as a cashier. I am so glad there was a great alternative for education when my son needed it most.
If I ever needed a meeting with staff I was heard. My son enjoyed participating in the clubs that were offered. His behaviors had gotten so much better in the environment that Another Choice offered. If I had to make the decision of my son's education all over again I would have chosen the same, however if they were not around...I would say my son's behaviors would not have changed & that he would have also been a drop out. I am do thankful for all the help & education they offered. By the way because Walmart offers free college, he is actually thinking that is a choice for him in the future.

Thank you,
F[redacted] L[redacted]
[redacted]

January 27, 2022

A[redacted] M[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

I am so grateful that I found Another Choice Charter School. When my son was in the eighth grade, 5 years ago, he had a lot of anxiety and stress being around so many students. He was diagnosed with Non Verbal Learning Disability and he was falling through the cracks at his Jr High school. I pulled him out of school and tried homeschooling but it was a disaster. That's when I found Another Choice Charter and it's been a life-saving experience. [redacted] has been able to receive the assistance he needed. He's gained more confidence as a student and his teachers are more than willing to assist him in any way they can. The staff communicates well with him and reaches out if he needs help. I am a retired school teacher and I am amazed at how much dedication has been given to my son. The teachers and staff have done a wonderful job. My son is a senior and graduating this year and I give full credit to myself, the staff and teachers at Another Choice Charter School. The only answer for my son was to be in an online school. I honestly don't know what we would've done if Another Choice Charter was not an option.

Thank you,
A[redacted] M[redacted]
[redacted]

January 27, 2022

F[redacted]
[redacted]Eagle ID 83616

To Whom It May Concern:

I am a Parent.

Another Choice has been a great experience for our family.

Thank you,
F[redacted]
[redacted]

January 27, 2022

L[redacted] N[redacted]
[redacted]Nampa, Idaho 83686

To Whom It May Concern:

I am a Parent.

My child attends Another Choice Virtual Charter School. She deals with numerous challenges with needs not being met at Public school, including autism, body dysmorphia, Dissociative Identity Disorder and a history of child abuse.

Her teachers and the staff at Another Choice have worked with us in a way that have allowed her to work her way toward graduation (without giving up and dropping out). It has made a world of difference to us in what otherwise would be another possible reason to feel different and a failure. We both appreciate this school for their constant desire to help her succeed!

Thank you,
L[redacted] N[redacted]
[redacted]

ANOTHER CHOICE CHARTER - EXHIBIT 2

January 26, 2022

Idaho Public Charter School Commission
304 N 8th St Suite 242
Boise, ID 83702

To whom it may concern,

I am writing this letter in support of keeping Another Choice Virtual Charter School (ACVS) open. I have been teaching for 16 years and the last 8 years have been at ACVS. In the past 8 years at ACVS, I have had the privilege to fill various teaching and leadership assignments. I have been able to teach English, Spanish, and Physical Education and I have also been the English Language Learner coordinator as well as part of the school improvement leadership team. Through these roles, I have been able to see how ACVS has helped so many students grow and reach goals that students might have felt were out of reach.

I have had the opportunity to work with students who needed to help their family financially so they had to find employment and quit going to school. By enrolling at ACVS, these students found that they could accomplish their goal of graduating. ACVS has a unique model that provides the flexibility that some students need to be able to work and help their families while still continuing their education.

ACVS is one of the few schools that is finding solutions for students that a traditional school can't provide. For example, students that excel in activities outside of school can continue to pursue their passion while still having access to a quality education. Another example are students that have children. ACVS provides remote learning for students that need to study at home while they are raising their children. Remote learning also helps students that travel. I work with students that travel to Mexico during the winter. In a traditional school, they would have had to lose credits for not completing their classes. ACVS has provided the framework for students to continue studying no matter where they are at.

As you have read, there is a great need for a school that can service students that would not be successful at a traditional school. ACVS fills that void! I would request that you reconsider your decision to not reauthorize ACVS's charter. I have personally seen many students thrive at ACVS, don't deny that same opportunity for future students.

Sincerely,

Liliana Carreon-Sanders

To whom it may concern,

My name is Anne Madden and I have been the physical therapist providing school based services to Another Choice Virtual Charter School since 2016. My company Proximity Telehealth also provides the Speech Language Pathology Services as well as School Psychology services to the school.

Our company has interactions with students on a daily basis as well as teachers, case managers, parents, and administration. Another Choice puts students with special needs first by providing individualized education and unique accommodations for students who otherwise have difficulty thriving and functioning in a traditional school setting. Their focus on students with disabilities is unique in itself but so is the care, kindness, and respect they show students who are often seen as a burden by others.

I was especially impressed with how they handled COVID in 2020. When other schools and districts closed and left parents and students with no resources, Another Choice was able to continue providing valuable educational services and social contact to their students during this difficult time. We made slight adjustments to our physical therapy and speech therapy services and did not miss a week of connecting and working with our students in 2020. There are few, if any, schools in the entire state who handled COVID as well as they did. This speaks volumes about how much the staff and administration at Another Choice care and value their students.

Now speaking on a more personal level as a parent. Another Choice is a blessing to parents who have a child with special needs. To know that there is a place that is specifically created for your child to thrive and excel when they were not born with all the advantages of a typical child is incredible. There should be more schools like Another Choice Virtual Charter School, not less. I hope you reconsider taking this option away from the families and students who need it.

Respectfully,

J. Anne Madden, PT, DPT

Doctor of Physical Therapy

(208) 600-4325

amadden@proximitytelehealth.com

January 27, 2022

Tracey R Crosley
[redacted], Nampa ID 83651

To Whom It May Concern:

I am a Teacher.

As a teacher at ACVS, I have seen first-hand how our unique set up has benefited many students.

ACVS is virtual. It's a place where those students both on and off the spectrum can work from the comfort and safety of their own homes. We have a Virtual Lab where students can sign in to a Zoom meeting in order to ask for help, or to just work independently but with accountability from the teacher who is manning the Virtual Lab.

ACVS is hybrid. Students have the option to come into a lab setting where they can get help from a teacher if they want or need it. Many students meet their tutors or techs here and work through the day.

ACVS is people. From its administration to its faculty and staff, ACVS cares about each student that is enrolled. Virtual and face-to-face meetings between teachers and students are the norm. These are taken extremely seriously. All teachers share a "Synchronous Meetings" spreadsheet to which we refer before scheduling any recurring meetings in order to prevent overlap.

ACVS is second chances. It is also third chances. Many students who have withdrawn from ACVS have come back after finding they are less successful at other schools.

In conclusion, every child is welcome and encouraged at ACVS whether they participate 100% virtually or if they take advantage of its hybrid features and it would be a shame to take this unique educational option off the table.

Thank you,
Tracey R Crosley
tcrosley@anotherchoicecharter.org
[redacted]

January 27, 2022

Dennis Lenz
[redacted]

To Whom It May Concern:

I am a Teacher.

I just wanted to say in regards to keeping ACVS open, I think it would be a great disservice to many students in our community if we were to close. This is the third school I have taught at, the other two were brick and mortar schools. I feel like I have reached more students at ACVS because of our hybrid model, where I can help them in person and online any time of the day. I am afraid that if our school is not available, many of our students will simply become numbers at a different school and fall through the cracks and not get the education they deserve. At ACVS we have the time and resources to really get to know our kids, which is so important because they often have different needs than most students. State test scores are important but they aren't the only thing that should count when evaluating ACVS. If every student has the right to learn and we are helping students that do not learn traditionally, then we should not be evaluated traditionally. Not only do our students get a quality education but they also get a chance to grow socially and experience things they most likely wouldn't outside of our school. ACVS is a special school with great teachers and unique kids that not only want us to stay open for them, but need us to stay open for them. Thank you for your time.

Thank you,
Dennis Lenz
dlenz@anotherchoicecharter.org
[redacted]

January 27, 2022

Ryan Josephson
[redacted]

To Whom It May Concern:

I am a Teacher.

To whom it concerns regarding the operation of ACVS, I've worked at this school for 12 years now and can say we've absolutely grown a lot as a school. Online schools were in the very beginning stages when be opened our doors back in 2010. It was new to the administrators and teachers alike. We've had our growing pains for sure, but we've had many successes too. I've seen students graduate that never had a chance, students with their own babies or those with disabilities that make classrooms difficult for all involved. Even more students that have had to pick up jobs to help pay bills to keep the roof over their head. Students that have been bullied or abused, students with high anxiety. What are you saying to these kids by closing our school? That if they don't fit the mold, then they don't get a seat at the table?

I know our testing scores are low and growth is sometimes hard to show, what with our population being largely SPED and students needing to work. We're also a dumping ground for students from other districts with attendance issues and other problems. Yet we still have our success stories and I think that despite online schools not being a good fit for some students, it's absolutely the right fit for others.

Please consider keeping our doors open, even if that means a change in administration as I still believe we're a good fit for a lot of students and we give them the best opportunity to succeed.

Thank you,
Ryan Josephson
rjosephson@anotherchoicecharter.org
[redacted]

January 27, 2022

Taryn
[redacted]Homedale Id 83628

To Whom It May Concern:

I am a Teacher.

I have so many positives I can say, but I will do just a few. Starting with the school, I have seen kids grow in ways that I could never believe. From coming in with very low reading to graduating out of the reading class, for example. They are able to get the help and one on one that they can't other places. I personally had a student that was referred to us from a brick and mortar, that was having a hard time excelling in school there, but once they joined us, they have taken off. They are gaining knowledge along with building self confidence. Its reasons like this I am proud to be a teacher here at ACVS. Our admin Laura has also be a big influence on me. I started my teaching career here and I have learned so much from her, on how to care and teach SPED kids. Her heart has always been to help kids. I have gained so much from working here.

Thank you,
Taryn
tcook@anotherchoicecharter.org
[redacted]

January 26, 2022

Julie Tonn (Euijin Choe)
[redacted], Nampa, ID 83687

To Whom It May Concern:

I am a Teacher.

This is my 2nd year at Another Choice. I've worked at other schools before, but this is one of the most cooperative and well-structured school I've ever seen.

I believe everyone deserves to have equal opportunity for education, regardless of their performance level. Unfortunately, special-need or low-performing students usually don't get much benefit from current school systems. In ACVS, all the teachers and staff truly care about students' success. They go above and beyond the "call of duty" to fill the students' individual need. This school is dedicated to help them to realize they can still success and provide the system they need. They can get extra support from the teachers, tutors and ed partners, student services etc.

We need more schools with hybrid system like Another Choice. Especially with Covid-19, we all have experienced the uncertainty of the future, and lots of schools closed due to the lack of staff and the spread of illness. However, it was much easier for Another Choice to adjust to the changes since we've already had the system built. Another Choice's hybrid system adds more flexibility and allows us to continue education without severe changes, providing both the convenience of online learning and the ability to have in-person contact just like brick-and-mortar schools.

Thank you,
Julie Tonn (Euijin Choe)
jtonn@anotherchoicecharter.org

Idaho Charter School Commission:

I would like to share with you some thoughts concerning Another Choice Virtual Charter School. I am aware that I am not privy to all facts in this case but do appreciate being able to share from my perspective as an employee at ACVS. From our administration down to all of our staff there is a sincere desire from the vast majority to provide a good education to our student body. We deal with a huge number of students that have not been successful at other schools and often multiple other schools. I can honestly share with you that the heart of the people involved here is to help them overcome difficulties and find success and help them achieve their goals all the way to graduation and beyond.

As part of our student support team I can tell you that we do things to go above and beyond what the students and parents have seen in other places. More often than not when I travel to a students home to meet with parents or students their reaction is that of surprise because they have never had a staff member from a school go to the trouble of tracking them down to try and come up with a plan to help their student be more successful in their work and they are almost always very appreciative of the effort.

I ask you to seriously consider what the closing of ACVS will mean for our staff, Parents and mostly our student body. I believe we meet an abundance of needs for our student body that may not be met as well other places. I believe our enrollment is an indication of that fact. I appreciate the time and work you are putting into this decision and I thank you for your time.

Les Little

Another Choice VIRTUAL SCHOOL

Laura Sandidge <lsandidge@anotherchoicecharter.org>

Letters from Students

Whitney Oliver <woliver@anotherchoicecharter.org> Wed, Jan 26, 2022 at 6:51 PM

To: Laura Sandidge <lsandidge@anotherchoicecharter.org>

[redacted]

My name is [redacted] [redacted] and I am in tenth grade, I am writing this with the intention of telling you why I like ACVS.
I am a student who recently moved to the United States and how do you know my English is lousy but I am studying it, in this school I feel a little more comfortable learning, because by holding meetings I can see my ability to speak, for example, with the class of reading I have been able to advance with my reading and I have been able to speak better, although I still have an accent but I have been able to improve.
I like this school because it gives you the time you need and you are not rushed, for example if you have a job but you are studying at the same time, ACVS gives you the time to hand in your homework and so on.
This school gives you many opportunities and its teachers are great, it seems a bit bad to waste their abilities
so I hope you can reconsider your decision and give ACVS one more chance.

[redacted] [redacted]

One thing that I love about ACVS, is that its free and anybody can join the school, I remember the first I came here was that I knocked out 6 months of work, and getting help from teachers, which honestly I never had before, this school has shaped who I ma today, now I have As, Bs, and nothing lower than that, these teachers has helped kids grow and be supported, Ms, Oliver and Ms. Flint including all the other teachers has helped and guided me to grow and the gratitude that I have for them is skyrocketing. I love this school, and I think it should stay, and I will try everything in my power to keep it here as a student.

[redacted] [redacted]

I love AVCS because it gave me hope that I could actually do good in school. Before I joined ACVS I was getting heavily bullied at my old school so I left, I was out of school for almost 6 months because no school would take me, my mom heard great things from my doctor about ACVS and looked into it. When I first joined ACVS I didn't want to graduate and was giving up on school, the teachers at my school didn't give up on me and they helped me because they wanted me to do better and actually believe in myself. I've been at ACVS since 7th grade and it has helped me so much, every year my grades get better and now I plan to graduate from ACVS.

[redacted] [redacted]

Something I love about our school is how amazing our teachers are and how easily I can communicate with them.

[redacted] [redacted]

ACVS is as outstanding online virtual school experience. With amazing teachers willing to help you at every second of the way. And not only the teachers are outstanding but the schools curriculum, I feel like I'm learning so much every week and it actually makes me a little excited. So IF you decide not to be open next year, I'm glad to say I had a wonderful experience and thank you for having me.

[redacted] [redacted]

Dear Commissioners,
I would love for ACVCS to stay open. I've loved the 3 years I've been here. I have enjoyed all the nice teachers, the students, and I would love to be able to graduate next year here at this school. I have loved the experience of being homeschooled. I would not have changed my decision of coming to an online school. Thanks.
Sincerely, [redacted] [redacted]

[redacted] [redacted] [redacted]

This school has done alot for me. It got me out of syringa middle school where bullies were beating me everywhere I went. This school got me in a better place emotionally. The clubs are great and I really don't want this school to shut down.
I was going insane when I was over at syringa and the teachers were not doing anything about it. I feel happy here at another choice. I feel safe here, if i go back to public schools all I have here will disappear.

Whitney Oliver
High School Reading Teacher
Another Choice Virtual Charter School
208-272-9725

January 24, 2022

To Whom It May Concern:

I am writing to protest the closing for Another Choice Virtual Charter School. My protest is two-fold in that the characterization put out from the committee to the media about our leader, Laura Sandidge, was not complete and the way our school was cast aside was prejudicial and not in good faith or focused on the original plan with which we were initially approved. Please allow me this opportunity to clarify my position.

It was stated that Laura benefited from ACVS as if she were using us rather than providing for us as a school. Laura has a missionary heart in that her life's focus has been for children with disabilities. She was a single mom that has worked at the state school, has flown to villages in Alaska to provide services for students, and even wrote a curriculum for an orphanage in China and presented it in person to help them learn what best to do for children with disabilities. Laura went to China when they were still strapping students to potty seats if they were not potty trained. This woman sat on a street in China with a child because an orphanage did not want to take the child in after hours so would have left her there all night alone. Here at home, Laura had a vision for a school that would focus on student improvement rather than "making the grade", because they most likely would never meet the world's standard. In our school they are not stragglers and outliers, they are equals if they do their best. When she provided services from her other business or bought us a building to work out of, it was for the school's benefit. The way she pours herself into our school causes her to sacrifice much more than she gains from it. I will say that she is tough and might overextend herself at times, in efforts for us to succeed, but it is most definitely not from selfishness. To cast her out would be to lose an amazing resource and a wealth of knowledge. It is important for you to know that there is much more to the picture than what you evidently saw when you judged our situation.

Closing Another choice is not something that seems just or warranted. The commission knew the focus for our school would be on student improvement and not dependent on ISAT scores alone. That was the whole point of our school; we were another choice for students with learning differences. Our focus was on student improvement. No school has worked harder to get scores up, but that was not the only thing that you were to consider. In fact, closing our school appears to be a move based on prejudice because our students will find it difficult to produce scores that make Idaho "look good". Not everyone is created equal, but they should be provided equal opportunities. Our students are provided opportunities to interact with each other in class with discussion boards that allow for their various communication abilities, they are allowed to interact in labs that encourage them to do their individual best while working next to another student that might work at a totally different individual best. They are not only allowed, but encouraged to have fun in clubs, on field trips, at a prom, and even as a speaker or entertainer at an event where they can be acknowledged and celebrated. That would not be the case for some of our students in another setting.

Scores do not reflect some of the wonderful things that I have seen, such as a student that responded like a wild kitten upon entry to ACVS only to grow into the young lady that grinned with pride as she walked across the stage for her diploma. Her scores would not win us a prize, but her growth was inspiring! I will never forget the 9th grader that came in without an IEP but a doctor's note saying that she was "retarded". This girl was emotional and withdrawn but we tested her and nurtured her to where she graduated a lovely young lady that was NOT "retarded" but had a severe Language disability and was given interventions that helped her to feel seen, heard, and valued. Scores would not reflect the young man that faked his way though school with an amazing smile and personality that cloaked his Intellectual Disability enough so that previous teachers missed his need. Providing him with work that he was able to comprehend and grow with, allowed him confidence that blossomed and aided him in making a decent living after his graduation. I am so proud of the success stories that there are to share about our students. I cannot convey how many suffer with depression as well as lack of confidence and motivation that will be dropped by the wayside if left to schools whose focus is only to compete for scores. Some were encouraged to attend our school by other schools as those students did not present well on the school's reported numbers. We are not only willing to take them but are ready to fight for them to succeed.

In closing, I implore you to reconsider your decision to close Another Choice Virtual Charter School and allow us to continue working with our students. I acknowledge that you have a difficult job, and you want to hold schools accountable to do their best for Idaho students. However, I feel that we are one of those schools that are doing our best for its students. We realize there is much work to be done and improvements to be made along the way. Our mission has not changed from the day we opened, it is to provide students with learning differences an opportunity to grow and be successful in their educational experience. It's to help them stand up and be counted as they flourish in a world that is not always as accepting or accommodating to their abilities. There is a need for our school as demonstrated by the number of students that attend, as demonstrated by the students that are recommended to us from other schools, and as demonstrated by smiling faces that interacting with peers and staff with a feeling of accomplishment. Please widen your lens to include a broader definition of success.

Thank you for your consideration,

Ramona Jones

Ramona Jones, Special Education Teacher

Idaho Public Charter School Commission
304 North 8th Street, Suite 242
Boise, ID 83702

Dear Idaho Public Charter School Commission,

I am writing to request that you accept the appeal and renew the accreditation for Another Choice Virtual Charter School in Nampa, Idaho. As one of its teachers, I can attest to the value of the school, its unique and incredible student body, the driven heart of the teachers for their students, and the determination to continually improve learning and testing scores.

Another Choice Virtual Charter School meets a specific need within our community. Many of our students face challenges within other school environments that include lack of diversified and leveled curriculum, bullying, and struggle with social engagement. This leads students to enter adulthood with an inability to become active members of society. Students who struggle consistently often give up. Many students say, "Why try when it is always so hard?"

Within our school environment, students demonstrate achievement with individual academic and personal growth. Students learn to believe in themselves and learn the value of their role in the community. After experiencing our unique approach to leveled classes and the supportive collaboration of their teachers, these students graduate. They come back to their advisors and teachers to thank them. They speak to other students and encourage them to press on. The students, who wanted to give up, don't give up! They *graduate.*

Teachers collaborate and work hard to instruct well, reteach concepts in new ways, and focus on growth with state standards. We, as teachers, do this because we are committed to the success of our students. Scores have improved and students continue to demonstrate their learning. More importantly, students are proud of their growth and look forward to accomplishing more. *They* want to succeed. *They* want to learn. *They* want to be involved in bettering their families and communities. *They* want to give to others the kindness, the persistence and the heart that their teachers have shown to them.

Our school is worth the sacrifice. It is worth the hard work. It is worth the determination. Our students need us to educate them, to walk beside them, to challenge them and to celebrate with them. We believe in our students and in our work to provide quality education. Our students are worth the effort. They are worth the re-accreditation of Another Choice Virtual Charter School.

Sincerely,

Amanda Popescu

Amanda Popescu, LMSW
[redacted]
apopescu@anotherchoicecharter.org

1/27/22

Dear Idaho Charter Commission,

My name is Hope and I have had the opportunity to be both a student and a hired tutor at Another Choice Virtual Charter School. The amount of support that ACVS provides each of its students is unmatched. I was a student at another charter school when I was in a car accident that resulted in a brain injury. I needed accommodations in the form of a 504 plan that my current school could not provide. Thanks to the support at ACVS I was able to stay on track for graduation the following year.

As a tutor I was able to observe just how vital this school and its staff is to the community. A large portion of the student body at Another Choice is made up of students that other schools have given up on. ACVS takes students from all walks of life and tough situations and gives them the support and encouragement they need to start believing in themselves and their education.

As a current college student studying to be an educator myself, I hold the belief that every student has the potential and the ability to thrive if given the opportunity. That is what ACVS does, they provide the opportunity and support students need to continue their education. Without this school many students would lose the opportunity to be educated by wonderful teachers who truly care about their students' success. ACVS is a wonderful school that I hope will be able to continue to provide education to all students with learning differences in the community.

Thank you,

Hope Grauberger

Another Choice
VIRTUAL SCHOOL

Dear Idaho Charter Commission,

I have been a special education teacher at ACVS for 10 years and am currently the K-6 Special Education Coordinator and the K-12 Low Incidence Program Coordinator, and I have loved every minute of it. Not only is this the first school I have worked for that differentiates and customizes learning to help every child succeed, but I also experienced being a parent of an ACVS student when my daughter suffered a Traumatic Brain Injury from a severe car crash in January of her junior year of high school.

ACVS is a unique place to work because we have a variety of methods and interventions available to help students. Unlike all other districts I have worked for, not once at ACVS have I ever been told that after having identified a data driven need for a student, there was no money or no staff available to help meet that need. Instead, ACVS is full of administrators and staff that think outside the box and freely provide what is needed for student success. When other schools shut down for weeks due to the winter storms of 2017, ACVS stayed open. When other districts struggled to figure out remote learning and shut down their schools for Covid-19, ACVS stayed open and continued to offer all our usual services to our students.

At a school where roughly 50% of the population is special education students, the entire teaching staff needs to know a lot about meeting students' individual needs. I cannot count the number of times families have told me how much they appreciate our school because they feel valued for the first time. The teachers are in constant communication with the students and are willing to hop online and meet with them 1:1 at a moment's notice. Since our charter is about serving those students with learning differences, we have a significant number of students who, because of their disabilities and low-test scores, are not wanted at other schools, but we want them! We want every single one of them! While we strive to help each student achieve personal academic growth, more importantly, we want them to feel like valued, competent, contributing members of the community.

When my daughter had her TBI, her school was kind but their solution to the fact that she could not read, type on the computer, or tolerate sitting in class, was to put off all her schoolwork until summer when she would feel better. They did not seem to understand that a TBI heals on its own timeline. There was no way she would be able to complete a whole semester in just two months during the summer, especially when she would not be fully recovered. There was no way that I was going to let her lose an entire semester of school so I met with the secondary ACVS teachers who graciously offered suggestion after suggestion on how they could accommodate her classes. My daughter's school agreed to have ACVS provide the classes while my daughter sat in study hall, building up her tolerance to the brick-and-mortar setting. It was stressful but we were able to salvage her semester, and then she transferred to ACVS for her senior year so she could work and go to school at the same time. Now, she is a senior and on the dean's list at BSU. Next year she will graduate with her certificate in early childhood special education. If it weren't for ACVS, I do not know how long it would have taken her to finish high school. As a parent, I am truly thankful for a school who was willing to go the extra mile for a student who was not even theirs, but then again, ACVS is unwilling to let one student fall through the cracks. I hope you will reconsider authorization of ACVS so it may continue its mission to help all students overcome their obstacles and receive a highschool diploma.

Sincerely,

Amy L Grauberger

Amy Grauberger

Dear Commissioners,

I am writing to you on behalf of ACVS. I am currently the High School reading teacher. Our class focuses on students who are reading below grade level, most of whom are reading significantly below. We currently have 120 students in this class and we work diligently to help them grow in fluency and comprehension.

Our curriculum is designed to take 5-6 hours a week to complete correctly and it has 20 minutes of face to face (online) reading time with each student. This is 20 minutes we spend one on one with each student, every week. They don't have to read in front of their peers, but we listen to them, and work directly with each student, at their level, to help them grow.

The reason I say all this is to show that our school works hard to help our students. We are creative in finding the best, data based approach, and are willing to do what it takes to teach them well.

I know it doesn't always show in our test scores, but if you visited our school, and you observed our classes you would see teachers working hard, focusing on the data and doing our best to help our students succeed.

If you look at our student population you would see that many of them struggled prior to joining ACVS, that many are differently abled, and that a brick and mortar environment was not working well for them. Our school gives them another option for their family. Being able to choose an online school that has in person support is huge! We are able to provide a safe place for students to learn. We serve an incredibly vulnerable population who may have been bullied, struggle with anxiety, autism, and other special needs. The parents have chosen our school for a reason.

I hope you will consider keeping our school as doing what is best for the students. I truly believe this.

- Whitney Oliver

Whitney Oliver

Patrick Berg
Educator
[redacted]McCall, ID 83638
patrickberg74@gmail.com

1/22/22

To Whom It May Concern:

I am writing to express my support for Another Choice Virtual Charter School (ACVS). I am currently a Special Education Teacher for Inspire Connections Academy, Boise, ID. Previously I worked in the Nampa School District as an Inst. Coach and VP with Union High School and Ridgeline High School, both schools whose mission is to serve at-risk youth where the traditional model did not work.

I've had many opportunities over the past 15 years to work with students who have left the school I am or was working for to attend ACVS, as well as those who have left ACVS to attend my school. It has always been a pleasure to work with ACVS and the transition of those students between the schools. I am a firm believer and supporter of schools who work hard to meet the individual needs of students and provide flexible educational choices to families. Having choice for families, as well as flexibility in education, is vital in our society. ACVS and other choice schools in the area are perfect examples of how we need these schools to exist.

I am confident ACVS, with fifteen years of experience in working with transient families in the Treasure Valley, will continue to do what's best for students and their families. ACVS provides an exceptional educational choice to elementary, middle school, and high school students in the Treasure Valley.

I support the approval of ACVS to continue serving students in the Treasure Valley. I value the mission, vision and educational philosophy of ACVS and would be pleased to see the continued choice for families in the area. As educators we don't give up on students and as educators we should not give up on schools that offer options to those families who have felt everyone has given up on them.

Sincerely,

Patrick Berg

1-25-22

To Whom It May Concern,

I am writing to you on behalf of Another Choice Charter School. I have the privilege of seeing this school from two different perspectives and cannot express what a blessing it has been in our lives. My daughter attended Another Choice Charter School for middle school and high school and I am currently a special education teacher at Another Choice Charter School.

My daughter has an intellectual disability and when she was in elementary school, I struggled to find a place where she would get the support and educational planning that she needed. She was in an extended resource special education classroom in a traditional school through elementary School. She did not have disruptive behavior issues in that classroom, so she did not get the attention she needed and spent most of her day looking at books and stacking or restacking books and toys on shelves. The teachers and the aides were busy with students with severe disruptive behaviors and did not have time to support students who had less disruptive behavioral issues. As a parent, it was heartbreaking to see her not get the education she needed. She did not get the support she needed to participate in meaningful activities and programs. I tried to work with the school to get this changed, but they could not or would not make changes for my daughter.

After years of trying to make it work in her regular school, we made the decision to give Another Choice Charter School a try. It was a wonderful change! My daughter was able to have one-on-one and small group support to help her with her educational programs and support her participation in various educational and social activities. Although I realize most students do not need this level of support, some truly do.

As a special education teacher and a parent, I am grateful for the flexible support and truly individualized plans that are available to the students who need it. ACVS has a high number of low incidence special education students, many of whom had an experience similar to my daughter's, where they could not get the needed support at their traditional school and came to ACVS to get the much needed support and individualization with their education. It will be devastating to these students and families if Another Choice Charter School does not stay open.

Thank you for your time and attention.

Pam Gaona, Special Education Teacher and Parent of a former ACVS student
[redacted]

January 26, 2022

Dean Chavez

To Whom It May Concern:

My Name is Dean Chavez and this is my forth school year working at Another Choice Virtual Charter in Student Support Services. Although we are a small school/district based on others, we are by no means less of a school. The time that I have spent here working with Dr. Laura Sandidge and the rest of the staff has been extremely fulfilling for students, parents as well as myself.

When I came to work with the school I had little experience within academia but as a college graduate as well as parent of four children I had a good understanding of what a good, bad and complacent looked like within schools. The stark difference I experienced almost immediately was how deeply Dr. Sandidge cared about the school, staff, students and parents. I came to realize that Another Choice Virtual Charter was not just a business to her but it was her passion. In my 52 years on this planet I can honestly say she is one of the most dedicated employers I have ever worked for. Her passion is so much so that you can't help but feel the same way...it is infectious. I know that is why I personally stay year after year. When you find someone who believes in a cause so deeply you can't help but want to try and make that dream a reality.

I think something to point out is that Another Choice Virtual Charter fills a pretty specific niche. We see a lot of students that have been turned away by other schools due to not fitting the bigger mold. The High number of SPED students as well as Students that have been expelled or emotionally discarded for one reason or another end up at our door and they are welcomed with open arms. They are not a number, statistic, or diagnosis they are our new students and we are ready to work them and their families in any way it takes. As we see this world changing at an ever rapid speed, we as a society can't afford to lose a school like Another Choice Virtual Charter.

When it comes down to it, I truly feel that the ultimate losers if the school was to close would be the students and families. The way the job market is to day I am sure most staff could find a replacement job quickly. Finding a school that fits a child's needs after taking away one that worked could be the difference between success and failure...graduating and not graduating. Please be sure to look at the entire picture prior to making a potentially drastic decision.

Thank you,
Dean Chavez
dchavez623@hotmail.com
[redacted]

January 25, 2022

Cherish Flint
[redacted], Bellingham, WA 98225

To Whom It May Concern:

I am a Teacher.

While I am a new secondary teacher at Another Choice Virtual Charter School this year, I have already witnessed countless positive impacts this unique learning environment provides to its students and families. Being a hybrid school with both onsite and online learning options offers flexibility to meet the diverse and often changing needs of our students. Whether a student is experiencing homelessness or frequent relocations and needs a remote learning environment to offer stability, or had adverse experiences at previous schools and needs a safe space such as one of our onsite labs to feel secure within, Another Choice provides an adaptable environment for each student to grow and thrive. Our student body is incredibly diverse and we strive each day to build skills, knowledge, and strategies that will help each child succeed both inside and beyond school. In my own childhood, I benefited greatly from a school that in many ways embodied the underlying principles that drive Another Choice. I was bullied in high school and didn't feel safe. Thankfully, I had the option to transfer to an alternative school where I connected with compassionate teachers who encouraged me to continue my education through high school and college. I don't know what would have happened to my future if I didn't have the choice to attend a school that better understood and advocated for my learning needs. I believe Another Choice offers vital learning paths for our unique students and positively impacts the trajectory of their lives. I hope you consider the important role Another Choice plays in providing a safe learning environment for the diverse children we serve. Thank you for your time and consideration.

Thank you,
Cherish Flint
cflint@anotherchoicecharter.org
[redacted]

January 24, 2022

Natasha Tirado
[redacted] Caldwell, ID 83607

To Whom It May Concern:

I am a Teacher.

Another Choice is a fantastic and instrumental school to the parts of the community we serve. Our families come to us for many reasons, all special in their respect. Rather it is pregnancy, special education needs, or juvenile probation, Another Choice provides our students with the opportunity to succeed. Where traditional schools are not set up to deal with the real-world demands of our students, we offer them the opportunity to reach their goals with pride. Our outstanding school has a place for everyone and is very much needed and essential to our families. I hope that we can continue to serve our families.

Thank you,
Natasha Tirado
ntirado@anotherchoicecharter.org
[redacted]

January 23, 2022

Denise Vincent
[redacted], Nampa

To Whom It May Concern:

I am a Teacher.

I have over twenty years of experience as a special education consulting teacher and reading coach in a nearby district. My move to ACVS has allowed me to use my expertise and experience to impact the lives of our diverse, mobile, and high-risk population. We test students three times a year to determine their current reading level. Currently we have 169 secondary students placed in a reading class based on their test results. Some have been with us for several years, but many are new to us.

This year, I teach the Middle School Reading Literacy class for students reading below grade level and am the instructional coach for the school. Translating my expertise to use in an online environment is a continued challenge. At ACVS, I have been encouraged to develop a scientifically research-based reading program for our secondary students. With many schools needing to move to remote learning recently the curriculum companies have stepped up and developed more age-appropriate scientifically research-based reading program choices.

Last year, I piloted one of these programs with a group of middle school students. It showed promise but required more time for teachers to work directly with students on phonics, fluency, and comprehension. This is how reading should be taught. My administrator hired two additional reading teachers at the secondary level to fully implement the program.

We have structured the classes so that any student reading below grade level can receive 1-1 reading instruction weekly and earn course credit. Students do not need to qualify for specialized services. In my experience this is a unique practice at the secondary level. In a traditional school setting students need to qualify for special education services to receive this type of directed instruction. There are many reasons students are not reading at grade level but currently, of the 169 students, only forty-five percent of them qualify for an IEP.

Current reading research states that to close the reading gap for secondary students they must receive teaching at their instructional level as well as at their grade level. I have worked monthly with the secondary reading teachers and the science teachers during the first semester of this school year to develop a plan to do this. In second semester, the reading teachers are now adding directed instruction on grade level science text. Science teachers are integrating strategies to increase student engagement and comprehension.

Also, in preparing for second semester the reading teachers analyzed the data and determined that we needed to further differentiate instruction. We proposed to add additional instruction

in phonics, fluency, and comprehension. Students would be assigned to one of these groups based on need. Our administrator was able to adjust teaching assignments to dedicate another certified teacher to teach reading. I firmly believe that our focus on instructing all students through data analysis and research have enabled us to move quickly to restructure our classes to target the needs of our students.

With my years of teaching experience, I could have retired 7 years ago. I continue to be energized by the administrative support and program development opportunities that ACVS provides. It is truly a small school that works dynamically to provide targeted instruction to students who have not been successful in the traditional school environment.

Please consider my input and the long-term impact this decision will have on the education and lives of students and families in our community.

Thank you,
Denise Vincent
Reading Teacher
Instructional Coach

SOUTH MIDDLE SCHOOL

229 West Greenhurst Rd
Nampa, ID 83686
Phone: (208) 468-4740
Fax: (208) 468-2826

January 25, 2022

To Whom It May Concern,

I am writing on behalf of Another Choice Virtual Charter School (ACVCS), in an effort to keep their doors open. I have been a school counselor in the Nampa School District for over 10 years, primarily at the middle and high school levels. I am currently a counselor at South Middle School in Nampa. I have worked with many at risk students over my years, and when working with the students and families to find alternate school settings ACVCS has always been my number one choice for an "online" school setting.

I have found that my students who left for online schooling found more success when they were able to attend ACVCS compared to the alternative. What I love about this school is the unique hybrid opportunity they offer. Many of the students I work with need that in person connection with both teachers and students, which ACVCS was able to provide with their local school setting and lab in Nampa, and clubs that they had available for students. Many of the families I work with, love and appreciate the fact that they have the flexibility of working from home, but could go into a school building when needed to work with their teacher. The opportunity of clubs allows those students to still have the essential social connection they need, while still having the flexibility of online academic school.

I believe that our local educational community would be at a detriment to lose such a great school. I urge you to keep Another Choice Virtual Charter School open!

Sincerely,

Chelsea Pelton

Chelsea Pelton
School Counselor
South Middle School

STUART VICKERS, PRINCIPAL
JOHN EMERSON, VICE PRINCIPAL
ROMMIE LEWIS, DEAN OF STUDENTS

Another Choice
Virtual Charter School

1014 Hemingway Blvd
Nampa, ID 83651
208-546-9856
jwolfe@anotherchoicecharter.org

To Whom It May Concern,

I'm writing this letter in full support of the Idaho Charter School Commision reauthorizing Another Choice VIrtual Charter School (ACVCS). I'm currently an elementary teacher at ACVCS and have worked at the school since it opened in 2010. Our vision is to meet the individual needs of our students. We partner with families to ensure success for each student. We focus on individual differences and know that all students are unique. I personally believe in a variety of educational institutions both as a teacher and a parent. Schools of choice provide students and families with an opportunity to find success in their educational journey.

Another Choice continues to adapt curriculum and policies as needed to meet state standards and learning differences. We value collaboration with parents/caregivers and colleagues. We continually talk to families and meet as a team each week to analyze data, discuss student progress, and plan future learning opportunities. Prior to working at Another Choice, I taught at Iowa Elementary for 8 years as a first grade teacher and extended resource teacher. As a brick and mortar teacher, I wasn't given the time to personally connect with parents/caregivers like I have at ACVCS. I've witnessed the value in teaming up to help each student find success at his or her individual level.

As a Kindergarten through third grade teacher at ACVCS, I've been blessed to work closely with students and families. Our hybrid approach gives parents/caregivers the opportunity to be their child's primary educational partner at home with the support of a teacher online or in person. With three lab locations in the Treasure Valley, students have plenty of options to meet with teachers for individual and/or small group face-to-face support. This is unlike most virtual schools and helps students continue to build social skills along with academic skills.

ACVCS is essential to the Treasure Valley and gives families hope with its focus on individual needs and uniqueness.

Sincerely,

Jamie Wolfe

Jamie Wolfe
ACVS Teacher

[redacted]
Nampa, ID 83686
January 25, 2022

Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

To Whom It May Concern:

My name is Mindy Wilkins and I have been a teacher at Another Choice Charter for the past 10 years. In those 10 years, I have been blessed by the environment in which I get to teach. Coming from the traditional, brick and mortar school, ACVS has given me the ability to reach students where they are academically and help them grow from that point. I have been able to help students individually find success in our school, where they would have been lost in a traditional setting. There are countless stories about the lives that have been touched by our school, but I will just share a few that have been impactful to me.

(Names have been changed in the stories below).
Andrew was a high achieving student who wanted more opportunities than his traditional school could provide him. He came to us in middle school and was able to take advanced math classes as well as some summer classes to help him get ahead in high school. During his sophomore year, he took multiple dual credit classes as well as classes to fulfill his high school requirements. His junior year, he continued in dual credit classes and was able to hold a job. This job helped him save money to put towards his future college plans. When he graduated high school, he had earned over 24 college credits, established employment, was accepted into college, and completed hours of community service. The flexibility that ACVS provided Andrew, allowed him to accomplish these things.

Bella came to us when she was 19 years old. She had been out of school for a couple years, was working, had a 2 year old son, and was expecting another child. She wanted a diploma, but felt like it was out of reach. She sat down with me and we looked at her classes and what she would need to graduate. Tears filled her eyes when she realized that she could continue to provide for her child and complete her schooling. She didn't think she had any other options, but ACVS provided a place for her to excel academically and accomplish her dreams of earning a high school diploma. She graduated the following year and thanked us for being her "last chance" school.

Johnny had some learning difficulties and was placed on an IEP in elementary school to help him be successful in school. He would get pulled from his classes in the traditional school to receive special education services and would miss out on a lot of the content provided by his classroom teacher. Johnny's parents knew that he could do more, but was limited in the traditional school. When Johnny transferred to us, his IEP came with him, but he was able to take grade level courses with accommodations at ACVS. The following year, Johnny, his parents, and his Special Education Teacher at ACVC came to the conclusion that he didn't need an IEP any longer. He was able to finish his high school requirements without special education services and graduated from ACVS with a traditional high school diploma.

These are only a few stories of the countless number of students who have been able to succeed because of ACVS. It has been an honor to work with these students and help them

individually meet their goals that may not have been accomplished in a traditional setting. Our school provides the blended learning option that so many students need. I love having the flexibility to help students online as well as in the learning lab. Some students need the support that the learning lab provides, while others are more successful online. ACVS gives students options that they do not have at other traditional or online schools. I am proud to say that I am a teacher at Another Choice Virtual Charter School. My hope is that ACVS can continue to educate students in the Treasure Valley for years to come.

Sincerely,

Mindy Wilkins

Mindy Wilkins

January 27, 2022

To Whom It May Concern:

I am writing to implore you to make a decision to approve renewal for Another Choice Virtual Charter School. I am the Office Manager, and primarily work in the front office and greet all who walk through the front door. I started working at ACVS in 2015, and I can't stress to you enough how important this school is to its students. Our students and their parents choose to come to our school to receive a dynamic educational experience that meets ALL students where they are at and works with them in a way that actually works for them. Our model can provide students with a high-quality individualized education that works for ALL students, including the most disadvantaged students. Many of our students often come from environments that are not conducive to their educational endeavors. The way we execute education for our students caters to students from ALL environments, cultures, and backgrounds. We work in a way that never turns students away. We work with every single student, and never concern ourselves with what the student brings to the table for the school, but ONLY what can we, as a school, bring to the table for them.

As I pointed out earlier, I work throughout the student lab, but primarily at the front door of the office. I know our students, and I have spent years observing students initially walk through those doors discouraged, disadvantaged, and often in pain; and the same students eventually walk out those doors encouraged, empowered, and often comforted and/or hopeful. Shxxxxxe Axxxx, entered our school as a homeless, pregnant, and discouraged student ready to abandon school altogether, but found relief and a way forward with our accommodating education model, caring staff, and the dynamic student support services provided. She graduated from our school in 2018 and now lives in a home, providing for her young child as the manager of a local market. Lxxxxh Mxxxxxxx, a Latina student who was caught between needing to work for the family business while also desiring an education, was relieved to find our school, that provided above and beyond support, both on location while at work, and at the student lab with onsite teachers. With much emotion, she demonstrated her gratitude for the help and accommodation she received from the staff of our school and was beyond ecstatic to graduate in 2019. An accomplishment that she still recalls fondly when I run into her, as a Dental Hygienist after having graduated from dental hygienist school.

These stories were the first two stories that came to my mind, as I recently interacted with them. However, I can raddle off the names of hundreds of students with stories like these, where other schools could not have provided the opportunities for them that we provide. I have never seen a school that does so much to reach students where they are at. There is a place for this school in this community. There is room in this community for a school like this one. There must be a place like this in our community, and all communities, if possible, where students can achieve student learning when all of the odds are stacked against them. As a school, we are equipped to work with and grow students who are truly disadvantaged. It is heartbreaking to think of what students will do without a school option like ours. Parents and students, and even at the advice of other schools and surrounding school districts, know that our school is particularly effective in working with ALL students in most ALL situations. Parents and their children choose to attend our school because they know what is needed, and they know what is best for them. Please respect their decisions and keep this school open. This school is needed here and now.

Thank you for considering.

Sincerely,

Lillian Jones

Emily Farley
[redacted]
Nampa ID, 83687

January 27th, 2022

Idaho Public Charter School Commission
304 North 8th Street, Suite 242
Boise, ID 83702

Dear Comissioners,

Thank you for taking the time to read my letter. I am a special education teacher at Another Choice Virtual Charter School. I wanted to take a moment to share my experience at the school as well as why I hope you will reconsider renewing our license. This school meets a critical need in the community; it serves a unique student body that is often underserved and overlooked in the traditional school model. The level of collaboration, student support, and flexibility in educational access that this school has offered has helped us make significant gains with a very vulnerable population.

We often have students transfer to our school who are multiple instructional years behind their same-age peers. These students usually come to us from a traditional school model that could not meet their needs. When a student enrolls in our school, they are placed with an advisor who they will likely have for multiple years. The advisor works with each student in order to get to know them and help orient them to the expectations of their classes as well as how to navigate their computers. Advisory classes are generally smaller for these reasons. The advisory role is a cornerstone position at our school. Advisors help these students move through critical years in their lives and support them on their personal and academic journeys.

During this uncertain time in the pandemic, we are in dire need of alternative school models that are able to sustain access to quality education, regardless of the rise and fall of Covid cases or the evolving variants. During the first year of the pandemic and for some months last year, our in-person labs had to shut down because of the spread of the virus. However, our students were still able to access their education at that time. We knew students would still struggle with this though, so as a staff, we increased our support for them virtually. This year, our labs have not shut down at all. If teachers are sick, their classes are still available online. If students need to quarantine because of Covid, they are still able to access their learning and get help from tutors or their teachers digitally.

Many of the students who I have in my advisory load came to this school as a last attempt to finish high school after 'slipping through the cracks' in the traditional school system for too many years. Closing the school shuts the door on the students who depend on us. Through the close relationships that I have formed with my students, as well as the collaboration, support, and

flexibility that the school offered, I have fourteen advisory students who will be graduating this year. Three of them have experienced homelessness or are currently experiencing it. Three have been in the foster-care system, Two have spent time in juvenile detention, and two come from homes where their parents only speak Spanish. While all of my advisory students have at least one disability, seven of them have one that causes extreme social anxiety. Our academic data may not compare well to traditional schools with typical student bodies but this school serves a critical need for the community. It is a refuge and a beacon of hope for students from disadvantaged and underserved backgrounds who have spent years in broken systems. Sometimes it is their last hope. Please consider renewing our license so that we can continue to support this community.

Sincerely,

Emily Farley

Emily Farley
Special Education Teacher
efarley@anotherchoicecharter.org
[redacted]

January 27, 2022

Lorissa Pooley
[redacted]. Boise ID 83713

To Whom It May Concern:

I am a Teacher.

I love working at Another Choice Charter School. I have spent many years teaching in brick and mortar schools and feel I can give so much more focus and attention on students in this online platform. It has been so rewarding to help students as they need it and give feedback in a timely manner. I also see students taking intiative and advocating for their learning and understanding of the content. I have learned so much and love my experience so far at ACVS.

Thank you,
Lorissa Pooley
lorissa.pooley74@gmail.com
5[redacted]

January 27, 2022

Janice Daniels
[redacted], Nampa, ID 83686

To Whom It May Concern:

I am a Teacher.

I have only been a teacher with ACVCS for the past 2.5 years but I can see the difference it is making in students' lives. Many of our students come to us from other settings where they were struggling to succeed academically. The setting or flexibility for instruction was not the right fit for them at that time. In addition, there are often extenuating circumstances for these families that make attendance difficult without the flexibility in schedules for learning. Many students are often below grade level academically when they come to our school and struggling to feel like they can be successful.

Our teachers assess a student's academic levels when they come to us initially, and determine where they need support to move towards proficiency in these skill areas. We constantly review weekly data to ensure they are moving forward and make adjustments/reteach as necessary to provide the support they need to be successful in their new learning environment. They have the flexibility to complete academic learning at varied times and locations, if necessary, seven days a week. We are able to work with students online, in our labs and help them build social skills through weekly advisory meetings and virtual and in person student clubs. They receive both grade level curriculum as well as intervention lessons, as needed, to move towards grade-level proficiencies in core academic standards.

While many of our students do come to us well below grade level, they are making good growth. I see this weekly as I monitor interventions, review classroom work and interact with students. I see them growing academically and see their confidence growing as well.

There is a definite need for ACVCS to be part of the school choice for students and their families in the treasure valley.

Thank you,
Janice Daniels
jdaniels@anotherchoicecharter.org
[redacted]

January 27, 2022

Greg Warren
[redacted]

To Whom It May Concern:

I am a Teacher.

The school offers not just an online experience, but much more. All schools should have caring teachers, and we do have caring teachers. All schools should reach out to parents and students, and we do reach out to parents and students. However, our school works with many students that were not fitting into the typical classroom setting. Many of our students have frequent medical appointments and other therapies our school can accommodate because our online learning provides the flexibility they need. I am very proud of our students, teachers, and administration. We are constantly looking at ways to make our school even better. We provide our students and their families an alternative way of learning which enables them a better way of learning.

Thank you,
Greg Warren
gwarren@anotherchoicecharter.org
[redacted]

To Whom it May Consider,

I have worked at Another Choice for the past six years and have had the opportunity to work with our students and hear each of their unique situations. The phrase that I hear the most when I talk with families and students is "They would have dropped out without Another Choice." Parents come in at a loss because their child just does not thrive in a typical environment, and they are fighting for them to be educated. I have had students come in on their own because they are working a fulltime job, but they are determined to graduate, and need a school that is flexible enough to attend while meeting their needs at home. Students that have attended multiple schools and at the age of 19 or 20 are giving the chance to have a diploma one more shot.

We also have students that struggle socially and are completely overwhelmed by a typical brick and mortar environment. Another Choice is unique because it offers a variety of ways to communicate to peers and teachers. This flexibility allows kids to reach out on a level that is comfortable for them until they have the confidence and skills to push their boundaries.

I have personally had conversations with school counselors, special education teachers and vice principles asking how to get a student enrolled at ACVS. Their student's needs or behaviors could not be handled at their school, and they were looking for a school that could help them. What would happen to these kids if Another Choice was closed?

On the other end of the spectrum are students that are accelerated in their learning and enjoy the format of the school because it allows them to pursue their goals. One example is a student in special education that came to us in the 9th grade. He was overwhelmed in middle school and failing. He was overwhelmed with the thought of high school and wanted to drop out. This child is now thriving. He works a full-time job, is taking a full load at ACVS and two dual credit classes. He is pursuing college and is excited about his education. He is just one example out of literally hundreds of children that have been positively impacted by this school.

The consideration to keep the school open may be complicated, until you talk with our students and their families, it is not complicated for them because it is literally their education on the line. After working here for six years the biggest lesson that I have learned is that our school is not best for every student, but for our students, Another Choice is a necessity. Please do not fail our students after the adversity they have overcome and work they have put in to continue to pursue their education. Allow Another Choice to stay open and continue to work for our students.

Thank you,

Michelle Carroll

This is my 30th year of being a full-time teacher.

It is also my first year of being diagnosed with Stage 4, Metastatic Breast Cancer.

My doctor tells me that my case is too advanced to be cured by surgery or chemotherapy. He expects that I will only live two to four more years.

However, being able to work at Another Choice Virtual Charter School, with Dr. Laura Sandidge as my administrator for the past 12 years, has been a true blessing to me.

Especially during the last year, after learning of my diagnosis, Dr. Sandidge made sure I have been in teaching positions that not only help me feel fulfilled as a teacher, but also comfortable as a person trying to improve in health every day.

Although I have 30 years' experience teaching Elementary, Middle School, and High School students, as well as a Master's degree in Literacy, I would not have been able to teach in a brick and mortar school, because (like some of my students) most of this past year I could not walk.

However, being a teacher at Another Choice has not only allowed me to interact with my students one on one, on a daily basis-- teaching U.S. Government in a positive manner on ZOOM,
but it has also given me a reason to look forward to getting up and living each day!

It has also given the State of Idaho one more teacher, who is interested in staying and teaching in Idaho, for as long as possible.

Thank you so much for this opportunity to let you know how important it is not only for our students--but for our teachers as well--to have a CHOICE in the schools in Idaho.

I am so grateful I am allowed to choose to teach at Another Choice Virtual Charter School, with Dr. Laura Sandidge as my administrator. Please allow that blessing for me (and my students) to continue...

Laureli Christensen, M.Ed.
U.S. Government and Virtual Lab Teacher
Cell Phone and/or Text: [redacted]
Virtual Lab Teacher,11:00 am-7:00 pm, Mon-Thurs.

January 28, 2022

To Whom It May Concern:

I am happy to submit testimony in support of Another Choice Virtual Charter School (ACVS). To begin, I will share a little about myself. I have been an educator since 1976 after graduating from BSU. I also spent one year as an Intensive Behavior Interventionist (IBI) and 2 years as a service coordinator for families with children who experienced learning challenges due to various diagnoses. I also served at ACVS as a special education teacher, retiring in 2014 and continuing part time until 2021.

During the years I worked in IBI and Service Coordination, I became aware of the frustration of many families whose children experienced these learning challenges in the brick and mortar learning environment. In some cases, at parent request I attended meetings with public school teachers and parents to address the challenges and possible solutions. I was not surprised to find that most teachers were extremely capable and caring and had a desire to help the students, however due to the restrictions placed on them by their class size as well as an inability to change some of the structure or physical environment, their efforts were not entirely successful. When ACVS opened in 2010, I witnessed students who I had worked with or known about who had been failing educationally and/or behaviorally in the brick and mortar setting, now being successful. For the most part, they were able to focus on their on-line classes and achieve academic skills due to the ability of the teachers at ACVS to structure a learning environment specific to individual student needs. Negative behaviors in students also decreased and in some cases, eventually were nonexistent.

I started at ACVS on day one in 2010 and over the years I have been impressed with the way the administrators have monitored the programs, teachers, student progress and each year implemented improvements to the overall program to be able to offer an exemplary education to all students.

My entire career I have worked with special needs children and adults and it is my firm belief that there needs to be multiple educational options available to meet the varied learning styles of the special needs population. ACVS is just one of those options, but I have witnessed first-hand how it has been so crucial to the educational and emotional success of the students and their families.

Sincerely,
Sylvia Blake
sylviajeanblake@gmail.com

January 27, 2022

T[redacted] T[redacted]
[redacted] Meridian Idaho

To Whom It May Concern:

I am a Parent.

I do not want Another Choice Charter School to close. It's my choice for my daughter. My daughter has Down Syndrome, so learning is more difficult for her. When I had her in the typical school, she got lost in the cracks. I saw little academic improvement. At Another Choice she has been able to have someone directly assigned to her. They work to keep her on task, to make sure she is understanding the work, and they watch for her cues that it's getting overwhelming for her. I do the same on my days. When a problem arises, the teacher is contacted and helps us adjust to be successful again. My daughter was in typical school for 3 years. Her math goal was to count. They said she struggled with that. This will be her fourth year at Another Choice. She has learned to count by 5's to 100. To add, subtract, borrow, carry, tell time, identify money change, and she is now beginning to learn how to make correct change to buy items and how to multiply. In reading, we have had similar gains. She is reading beginning chapter books. I am asking you to please reconsider your decision and allow Another Choice to remain another choice for children like my daughter. Thank you.

Thank you,
T[redacted] T[redacted]
[redacted]
[redacted]

January 27, 2022

H[redacted]C[redacted]
[redacted]

To Whom It May Concern:

I am a Parent.

Another Choice Charter school has made my children feel safe with everything that has been going on with Covid-19. They have been able to learn without interruption and stress of not knowing when school would be shut down. Our school remained open during the pandemic, which has allowed my children to excel in school and not fall back. Others have said how hard public school has been for there kids because of all the unknown with Covid-19 and how there kids have not even learn anything with sudden closures and always getting sent home.
My kids love the one on one they can receive from teachers if they are struggling. Public school does not allow this kind of treatment. If this school were to close my children will be very upset and it will be a very hard task to find a school that will even hold up to the standards of Another Choice Virtual Charter .

Thank you,
H[redacted]C[redacted]
[redacted]

January 27, 2022

M[redacted] D[redacted]
[redacted], New Plymouth ID 83655

To Whom It May Concern:

I am a Parent.

This school has been the best thing that has happened to my daughter! She has been a student for 5 years. I am an educator in the public school system and I know this school has met her needs. If we would not have found Another Choice Virtual, she probably would have failed and maybe even dropped out. We live in a society that includes school choice. My choice was ACVS! The curriculum, schedule, and most of all, the staff are excellent. I have never worked before with such a caring, available, and encouraging staff! Please don't take this away from my daughter!

Thank you,
M[redacted] D[redacted]
[redacted]
[redacted]

January 27, 2022

To whom it may concern,

My name is [redacted] and I have two children who attend Another Choice Virtual Charter School. My daughter is in kindergarten and my son is in first grade. While my children are relatively new to the school, we chose Another Choice for its uniqueness to the other schools in the area. My husband's job keeps us going back and forth between Idaho and the east coast. I did not want to take on the full responsibility of having to homeschool our kids and make the curriculum myself, but I also did not want to stay in Idaho while my husband was away from myself and our five children. When we discovered Another Choice, we felt like the name said it all, it truly gave us another choice.

The structure at Another Choice is great because I feel like my children are learning the information they need for their grade, but with the reward that should they finish their work early, they have that much more time to be free and do what children love to do. It is a great alternative to having them sit in a classroom for 7 hours a day. The teachers do a great job presenting the work required for that week and they are always available with any questions myself or my kids might have. I feel like it is a team effort and if the parents do their part in playing a more active and hands on roll, then the students will thrive. The labs are also beneficial in that it gives the kids time to see and be with their peers, but also work closely with the teachers in a more one on one setting.

While I may not understand the ins and outs as to what the board looks for when deciding on whether to continue with a charter school, I would like to say that from what I can see Another Choice is its own breed. By another breed I mean it does not function and run the way

the other charter schools in Idaho do. I am sure you are aware of this point, but I would ask that you would consider this heavily as you make your decisions about the future of this school. I think it is a great in-between alternative for so many families while still providing a proper education to our children. I feel there should be more schools like this across the country.

Thank you for your time and consideration,

G[redacted]E[redacted]

January 27, 2022

To whom it may concern;

I am writing to address the very significant need that Another Choice Virtual Charter School addresses for families who have circumstances requiring a flexible schedule. Many families have significant life, medical or in our case, trauma related events that make conventional school an unworkable solution for their children and families.

My family was recently victims to a crime. The aftermath of that both in appointments and processing through emotions meant our day-to-day lives were in upheaval. There were days when my daughter was reliving her trauma and sending her to school was not the answer. Then again, we couldn't have her fall behind. Another Choice allows us to flex our schooling around court dates, counseling and emotional needs. This ability has allowed my kids the ability to move forward healthily without compromising their schooling and progress.

Beyond the flexibility there are a number of benefits that we are already experiencing. One is the level of availability of the teachers. Both kids have commented on how good it is to be able to message their teachers and get focused one on one assistance. For my daughter who has an IEP, this is extremely beneficial to her retention and capacity. Her scores are improving already and she is gain ing confidence in her knowledge and ability.

Another benefit is that this format of learning teaches the kids to manage their time and assignments independently. They have to look at their syllabus and work through the assignments and lessons managing their time and scores in real time. This is much closer to a real-life work or college environment and it is exciting to see them grow in their management skills. These are executive skills that so many of our kids struggle with. Many of these independent management skills will benefit our kids greatly as they face their futures.

My biggest concern is that there are many families with medical and extenuating circumstances that make the traditional learning model for their families a challenge at least, a setup for failure at most. Having an option like Another Choice Virtual Charter School has been a God send to us continuing to be our best selves. Asking kids with special circumstances to fit into the traditional model will leave them struggling, discouraged and ultimately failing. It is critical that we continue to have options that equip our kids to succeed and move through circumstances that are unique.

Thank You,

S[redacted] T[redacted]

ANOTHER CHOICE CHARTER - EXHIBIT 3

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

This school has been helpful to me throughout the years. It's open to everyone and lets you work at your own pace. The teachers and staff are very kind and helpful as well. They always like to check in on you, make sure you understand what you're learning, and offer help constantly. The school is a welcoming place and makes sure all your needs are met.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
1(208)[redacted]

Dear Idaho Public charter commission,
I am one of Another choice virtual charter's many senior student. I'm writing this letter to you guys because I think that if you close down (ACVS) that it will be very determental for the state wide academics. The reason why I think this is because some of the other schools transfer student are one that have learned from (ACVS) but only transfered because of being suspended fro the school for not doing their school work because their parents wer not strict enough on them. Another choice virual charter is an amazing school especially for me because they recognized what three o. Idaho other schools failed to recognize that I was in need of an [redacted]. ACVS recognized that I needed an [redacted] plan because I have a learning disabilaty and ever since they recognized that. I have finally been able to understand the curriculum that I have been being taught because when I went to Lincoln elementary, Jefferson middle school, and Lonestar middle school I was never able to understand any of the curriculums that they tried to teach me but since I got to (ACVS) my academic life has really improved. If I never join Another choice virtual

charter, I Probaly never would have made it past the seventh grade, so this is why I think That Another choice virtual charter School should stay open.

Sincerely,

[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I think this way of online school has helped so many people and I don't see why not doing it is a good option I have always struggled in school and never really been able to have a good year but since I did soccer this was my best option to go with so I could play soccer and since I have been doing good I was able to play and I passed all my classes for one semester which I've never been really capable of that

Thank you,

[redacted]
[redacted]@anotherchoicecharter.org
208-[redacted]

January 27, 2022

[redacted], Nampa, Idaho

To Whom It May Concern:

I am a Student.

I like the flexibility and opportunities I get through this school, the teachers are good, so is the environment. It's helped me grow in more ways then one, with out it I wouldn't have my friends, grades, and confidence I've gained because of it.

Thank you,

[redacted]@gmail.com
208[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

We should keep tis school cause its easy to be able to do other things

Thank you.
[redacted]
[redacted]@anotherchoicecharter.org
208[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I like Another Choice Virtual Charter School because it works perfectly with my schedule and makes it easier for me to complete my assignments at home at any time form 7-4. Another thing that I like about this school is that the teachers take a lot of time to work with the students by assigning meetings that are really helpful. They are also at the lab at certain times of the week so they can help you which is really nice for me when I need a lot of help with my math lets say, I can just go to the lab at a certain day that my teacher has told me and get lots of help.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

Another choice makes learning easier. I spend years in public schools and it was never right for me, my anxiety made it incredibly difficult to learn. With another choice, I have the ability to work when I'm able to, whenever. It gives me time to clean, babysit, do my hobbies, take care of my family, and learn in a better environment.

Thank you,

[redacted]
[redacted]n@ anotherchoicecharter.org
208[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

This school provides the best teachers, best courses, best help, and flexibility to work at my own time. I've liked this school better than any of my other schools, to be honest.

Thank you,

[redacted]@anotherchoicecharter.org
208-[redacted]

January 27, 2022

[redacted]. Caldwell Id

To Whom It May Concern:

I am a Student.

Hello, my name is [redacted] and I have been at Another Choice for this is the 3 years now. I love the flexibility of this school, and I also love how the service is! The teachers and students are very understanding, and super polite. I like how there is an option for us to go work virtually, or hands on with other teachers. Thanks for letting me be here, it makes me feel very welcomed! You all are very great people and thank you so much!!!

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
(208) [redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I like how we are able to complete all the work in a couple days. For example if we want to do 3 classes in one day we are able to and if you need anything you just message your teacher and they always respond in less than 20 min. I like that you're able to ask questions and your teacher will help you or you can meet with them and they're able to show you in depth how to do the work. If you need to redo a quiz they let you redo it and they help you figure out why you got it wrong and in my other school they just cared about you finishing your assignments as fast as you can but this school cares about you understanding your work and they don't rush you, you have as much time as you need to go over the lessons and take notes.

I also like my music class because I feel like when I work in this class I write how I feel about a song and sometimes it's hard to describe the exact feelings and she always understands and appreciates my thoughts. I enjoy this class so much just because it doesn't feel like you're doing school work it feels like something I can enjoy and look forward to. Whenever I work in this class I try my best to not rush and actually try my best and whenever she want us to write long paragraphs I start doing the work and then it's like I actually get into it, I start understanding and appreciate the work put into showing us the best way to understand the work were doing.

Thank you,

[redacted]@anotherchoicecharter.org
208[redacted]

January 26, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I am a student that would not graduate this year if i went to any other school

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
530[redacted]

January 25, 2022

[redacted]

To Whom It May Concern:

I am a Student.

Another choice, help me opened up and talk to someone when I needed help.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208-[redacted]

January 25, 2022

[redacted]

To Whom It May Concern:

I am a Student.

This school has done alot for me. It got me out of syringa middle school where bullies were beating me everywhere I went. This school got me in a better place emotionally. The clubs are great and I really don't want this school to shut down.

I was going insane when I was over at syringa and the teachers were not doing anything about it. I feel happy here at another choice. I feel safe here if I go back to public schools all I have here will disappear.

sincerely[redacted]

January 21, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I've attended several schools, but Another Choice Virtual Charter School is by far the best school I've ever attended. I've never learned so much in just a few days. I've never felt so proud of myself. I never thought I'd get straight A's in my entire life. That is until I entered ACVS. When I first entered this school, I was terrible at writing. My grades were only C's and D's. I didn't even know how to subtract correctly. I entered this school when I was in 3rd grade, I'm now in 8th grade, and I couldn't be happier with ACVS. Another Choice Virtual Charter School has helped give me hope. Now, I'm not only better at learning. I have a better mindset of the world and education altogether. I'm sure I speak for everybody when I say that this school couldn't get better. The teachers and staff have helped me learn and grow. When I was in another school in 1st grade, I would ask my teachers for help with certain things, but they wouldn't help me. They would say: "you should've paid more attention." Or they would say: "think a little more. You need to learn on your own." After entering ACVS, I noticed that what those teachers said was wrong. But, the teachers and staff in ACVS hadn't said such words once. They even encouraged asking for help. I'm sure this school will help many other students with all sorts of things. And I know that if ACVS gets closed down, we'll all be the ones to suffer. I don't want to imagine what'll happen to all the students if ACVS gets closed down.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org

January 21, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I have been in this school for around six years, this has been the best school that I have ever been to. This school is what made my brain think and grow as I learned new things everyday, the education system has to be best type of format I've come across. The staff and teachers put their souls into helping each individual student here, not once have I ever came across a "bad" teacher here, and that's saying something. I rely on my teachers because I know they will be there if I need them, without a doubt I always get a reply and the help that I need. The way the classes are formed out is amazing, they have classes that or not too challenging nor too easy; I can work at my own pace and schedule with their system. I have learned so much while attending this school, I've even learned to socialize during my stay. I cross my fingers and hope that I can graduate with my class and teachers, I will be heading into my last year next year and never in a million years thought I would have to change schools; it truly breaks my heart and I only wish for the best regarding the situation. This school feels like family as they truly got me ready for college and the future ahead.

Thank you,

[redacted]@anotherchoicecharter.org
N/A

January 20, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I would love to continue for the rest of my school years this online school is amazing and helped me so much more and made me feel good when I'm in public school my mental health goes down and online school helps me with that.

Thank you,

[redacted]@gmail.com
208[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I love Another Choice School. It gives me flexibility and I can work at my own pace. Regular school stresses me out and I have off days and I am not so stressed when I can do my school work from home. On my off days sometimes I have a hard time socially and I have a lot of anxiety. Another Choice is the best school I've ever gone to. I also have the highest grades I've ever had, because now I care about school since I can work from home. I only have 1 more year of school left, I would be devastated if I couldn't continue here next year.

Thank you,

[redacted]
[redacted]@gmail.com
208-[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

This school helped my get my grades up and they are always there to help and make sure I have everything for my classes. I can always ask them for help when I need it.

Thank you,
[redacted]
[redacted]@gmail.com
208-[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I don't thing the school should shut down. I believe that my experience at this school has been nothing but positive, the teachers are nice and willing to help every single student to the best of there abilities. Another choice has a lot to offer that other schools don't, such as a flexible schedule one on one time with teachers in the lab and online, if your sick or cant go into school you can always go on your computer and do school. I would prefer that the school doesn't shut down because i like it here and would like if i could graduate here.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208-[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

Another choice has helped me improve so much especially with my grades. The teachers there are amazing there! They are very caring and help with so much. Everyone is kind! It has changed me so much. This school is different compared to other schools! before coming to this school my grades were off and weren't good but now i am passing every class which i am great full for and for the teachers help!

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208-[redacted]

January 27, 2022

[redacted]
[redacted]Nampa, ID 83686

To Whom It May Concern:

I am a Student.

LET THIS SCHOOL STAY! When I first went to another choice I felt comfortable from the start, and I thank everything and everyone for making me feel happy and excited to be at this wonderful school. Secondly, I think this school should stay because I want to thank all the teachers that have been there to support me and accept me, another thing is that this school provides a healthy environment and abstract learning that makes the school extremely fun! Another thing that I love about ACVS, is that it's free and anybody can join the school, I remember the first I came here was that I knocked out 6 months of work, and getting help from teachers, which honestly I never had before, this school has shaped who I ma today, now I have As, Bs, and nothing lower than that, these teachers has helped kids grow and be supported, Ms, Oliver and Ms. Flint including all the other teachers has helped and guided me to grow and the gratitude that I have for them is skyrocketing. I love this school, and I think it should stay, and I will try everything in my power to keep it here as a student. The reason why I love this school so much is that when a student needs help a teacher is there to help them, I have never gotten that in my life, so therefore LET THIS SCHOOL STAY!!!

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org

January 27, 2022

[redacted]
I would like to keep that private

To Whom It May Concern:

I am a Student.

I have really bad social anxiety in school settings and although my grades were fine I hated being at school. I went from a normal middle school with hundreds of kids to a school with 124 students in total but then we had to move and I had wanted to try online school so I joined ACVS. My first year here was kind of rough as I was 5 weeks behind and it was my first time in online school. Although I did end up (barely) passing all my classes I had to take summer school but I still wanted to give online school another try just this time not 5 weeks behind. My experiences this year are totally different from when I first joined, all the teachers are really nice (that part hasn't changed) and they really want to help you and because this isn't in a school setting where you have to try and help 30 kids all at once they can really give you the help that you need. One thing I really love about ACVS is the flexibility it gives me with work. Instead of having the work due on one day and not being able to turn it in the next, most of the teachers are totally okay with grading late work no matter how long ago it was due. This is especially useful when you are down to the last couple weeks in the semester and you need to get your grades up. Overall I would say that being in ACVS has been a great experience and I hope the school stays open next year.

Thank you,

[redacted]
[redacted]@anotherchoicecharter.org
208-[redacted]

January 27, 2022

[redacted] Nampa, ID 83686

To Whom It May Concern:

I am a Student.

This school has saved me because when I had no other school to turn to ACVS was there for me. I've been with this school since 7th grade and I've learned so much from all the amazing teachers. I've made great bonds with my teachers and I love them dearly, this school gives students the opportunity to still do school but at home. ACVS gave me the flexibility to do schoolwork while on the road going from Doctor appointment to doctor appointment. No other school has been able to meet my needs other than this school. It's so special because all of the teachers care deeply about every student and the teachers can gain a closer relationship with students because it's a smaller school. I would never want anyone to lose this school because it's so accommodating and it makes school much less stressful and we can't lose this school. It's one of the best schools I've ever worked with.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
(208)[redacted]

January 27, 2022

[redacted]

To Whom It May Concern:

I am a Student.

I love this school

Thank you,

[redacted]
[redacted]@anotherchoicecharter.org
208[redacted]

January 27, 2022

[redacted]
[redacted], Nampa ID 83687

To Whom It May Concern:

I am a Student.

I Like the school Becuse teachers are so nice , Everyone is so nice helpful.

Thank you,
[redacted]
[redacted]@anotherchiociceharter.org
(208)[redacted]

January 27, 2022

[redacted] Nampa, Idaho 83686

To Whom It May Concern:

I am a Student.

Another Choice Virtual Charter School has been an incredible experience. Having the choice to work online and at my own pace while being home with my family has been a great opportunity. Although I have started attending Another Choice Charter since a few weeks ago, the staff/teachers and learning path is the best experience I have had for online learning. Furthermore, I enjoy the work at my pace idea because it doesn't stress me out on finishing something for a certain class fast. Instead, at my own pace so I can stay how much I would like on a lesson and try my best to put my best effort in it. In addition, if I don't understand something/need help, I always have either one of my teachers or a help link that immediately connects me to a live teacher that can help or answer questions. Finally, if this Charter doesn't get renewed it will be detrimental and a loss for the community and many staff and students. The board should reconsider renewing this charter because it has had many successful students that have graduated. In conclusion, going to this charter school has been a big opportunity, and the staff is great, and always their to help you continue and be successful on your learning path.

Thank you,

[redacted]
[redacted]@anotherchoicecharter.org

January 27, 2022

[redacted]
[redacted] Greenleaf, ID 83626

To Whom It May Concern:

I am a Student.

I have been doing school at Another Choice for three year and have loved it so much. All of my teachers have been amazing! They are always going out of their way to be helpful and will do extra work to help me understand something I am not catching on to. I tend to ask lots of questions and my teachers always answer promptly and never seem to get frustrated.
Being able to do school at home, yet also having teachers to keep me motivated is wonderful. Our family travels a lot so it is awesome to be able to bring my school along. I also love having my school on my computer instead of having a bunch of books to haul around.
Since schooling is usually very expensive my parents love having this option of free schooling. Also, as I get into harder subjects my mom is grateful that I can have teachers to help me so I won't get frustrated at her for not understanding my work.
Thank you to all of my teachers and the other ACVS staff who are helping me get a good education!

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208[redacted]

January 27, 2022

[redacted]
[redacted] Nampa, ID

To Whom It May Concern:

I am a Student.

I really appreciate another choice, all the staff has been super supportive and kind as well as helpful especially my teachers. The flexible hours have really help me, as have the resources. Another choice is a great school.

Thank you,
[redacted]
[redacted]@anotherchoicecharter.org
208[redacted]

ANOTHER CHOICE CHARTER - EXHIBIT 4

Another Choice Virtual Charter School
L[redacted] C[redacted]
21 January 2022

ACVCS

Family

- Two brothers with [redacted] one with [redacted] and the other is a much higher spectrum that is not allowed to be alone or drive or live alone
- Dad has [redacted]
- Mom has an incurable disease called [redacted] (which is similar to [redacted] and it attacks her body and makes day to day life very difficult
- I grew up with a disability where my legs were turned in and had to have surgery to correct it

How ACVCS helped me

- Was able to learn how to be independent
- Learned that if I work hard and learn that I am smart and a hard worker
- Graduated a year early
- Graduated as a salutatorian
- Was finally accepted as me in the school when in earlier other public schools, I was bullied by teachers and students
- Felt like I can do anything I put my mind to whereas other schools made me feel more incompetent

How ACVCS helped my family

[redacted]

- My brother [redacted] and my mom were told by a doctor that he would never graduate high school and ACVCS was able to push him to be able to tell that doctor that he was wrong
    - ACVCS showed my brother that he is smart and that he can do anything
- At other schools, he was chased down by adult men when they scared him and my mom was called
    - When my mom got there, she found these adult men shoving my brother [redacted] into the ground and not explaining to him why they were running at him
- [redacted] was bullied every day at other public schools until going to ACVCS and he was told by ACVCS that he is smart and special

[redacted]

- Having [redacted], he struggled a lot with socializing and doing his best in school
- Going to ACVCS, he learned how to socialize with other people and found out he can do anything he puts his mind to and that he is smart were other people like doctors and teachers from other schools told him that he can't and that he won't be able to make it through school

[redacted] (myself)

- Was bullied by teachers and students
- Was told by those same people that I won't be able to make it and that I am not special or smart enough to graduate
- Was yelled at by teachers at small things like not being able to do criss-cross applesauce because of my disability at the moment before I had surgery and was sent to the principles office for not being able to do it
    - And got yelled at for it too
        - Criss-cross applesauce was like making my legs go backwards and it was so painful as if I was breaking a bone slowly and painfully

At ACVCS

- They understood that I had surgery and was still relearning to walk/run
    - Didn't push me too much for my PE classes
- Fell on my hand one day and made it get inflamed and for 2 years it was easily inflamed the school was very understanding about it when I struggled with finishing assignments because of my bad hand
- Was able to finish a college class in high school
- Was a Senior Editor for 2 years
- Was part of a college club that helped me get ready for college and what scholarships to look for

ACVCS' Goal

- ACVCS' goal is to give people, people who were treated badly at other schools and not given chances or pushed to show how far they can go, another chance, which is in the name
- The teachers and faculty all support this goal and push themselves to always be there for their students and they push the students to rise against others who think they are not important or smart enough to make it

About ACVCS

- Another Choice Virtual Charter School is a school specifically made for students with no other choice, ones that were kicked out of other schools and bullied to no end and treated like animals than other human beings

Click here for further details-
[redacted]

L[redacted] Cr[redacted]

ENGL 1030

Professor Fehrer

30 April 2020

Special Needs and Charter Schools

Special needs is an umbrella term covering most disabilities that are recognized by the Idaho Board of Education. For what the Rehabilitation Act Amendments of 1974 and the Americans with Disabilities Act of 1990 say that it is an impairment of an individual that limits them from doing regular everyday activities (Disability). The law within the U.S declares that all special needs students have the right to be in any school and these schools must have tools specialized to help each special needs student learn. Yet, within Idaho, the Idaho Board of Education neglects that charter schools are currently in dire need of support for helping special needs students. They only notice if a school is rebuking a child with disabilities and the Board of Education reprimands them for breaking the law. The government does not regard the schools that sacrifice their test scores, average, and Adequate Yearly Progress (AYP), among the community just to be able to devote their help to special needs and at-risk students so they can be and feel successful. If the Idaho Board of Education does notice, they simply keep in consideration that the school has more of these students, but they still warn the charter schools that they need to raise their scores. Within the state of Idaho, there were laws made for special needs kids that charter schools are required to follow, but there are no laws put in place that were made to protect charter schools from being shut down because of lost funding, poor ISATs and/or the loss of atypical students if the schools have an abundance of special needs or at-risk students.

The PCSC and ISBE need to enable leniency in charter schools for special needs and at-risk students and the score requirements should be lowered for these charter schools.

There are many laws in the state of Idaho that were made for students with special needs, but there are no laws or regulations made by the Public Charter School Commission (PCSC) to protect charter schools. A couple of these laws that were made for special needs kids are IDEA (Individuals with Disabilities Education Act) and IEPs (Individual Education Plan). These laws were made by the state of Idaho to protect and help plan the future of each child with a disability so they can have, at least, their high school diploma like their peers. IDEA, Individuals with Disabilities Education Act, was created to protect educational opportunities for every special needs student from the age of 3 all the way to the age of 21.

> The Individuals with Disabilities Education Act (IDEA) is the amended 1990 version of the original 1970 Education for All Handicapped Children Act (EAHCA or EHA) and seeks to assure equal opportunity in education for all handicapped children between the ages of 5 and 18, and in most cases for children between the ages of 3–5 and 18–21 years of age as well (Cataldo, Jean, and Bullard).

With this large time frame, it helps give them more time to understand subjects that they do not understand well enough and take their time in learning until they graduate. Other than IDEA, the IEP, Individual Education Plan, is a plan which was made for each student with a diagnosed disability that states they have a right to their education. IEPs are made so a child with disabilities can have a plan of what they need to learn so they can either graduate at age 18 or 21.

Within the state of Idaho, the Public Charter School Commissions, PCSC, has a specific mission for all schools in Idaho. Its mission is, to ensure PCSC-authorized public charter

schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families (Webmaster).

The PCSC is like the 'government officials' of all charter schools within the state of Idaho and it has many requirements for each charter school to meet so they can stay as an accredited and funded charter school. If said charter schools do not meet the AYP, Adequate Yearly Progress, by not meeting their 'standards', these charter schools will get consequences by the state. A few consequences could be as bad as the loss of funding, a bad enough reputation that their students are taken out of their schools, or parents of future pupils for such certain charter schools decide not to have them attend.

If an Idaho charter school's test scores start to lower, they will be in the onslaught of the PCSC and the Idaho Board of Education if not raised. Over time, if a charter school does not meet its AYP, which is examined by the outcome of ISAT tests, it can be shut down. Charter schools wouldn't be shut down by the state per-say, but by not being properly funded by taxpayers, losing credibility, and losing students can ensure their closure. This can happen to charter schools in the state of Idaho because the PCSC has requirements for all students in all charter schools to meet a certain testing rank. The testing rank must be met for a charter school to be able to stay accredited and still be funded.

Funding for public education follows the student. If a student chooses to attend a charter school the funding will follow that student. The funding formula is based on three things 1) average daily attendance, 2) experience and education of teachers, and 3) type of

> students taught. The formula is consistent for all public schools (Idaho Charter Schools FAQ).

To this day, many schools that have special needs and at-risk students are currently struggling with the PCSC on their fundings and public scrutiny. This is because not all of their students are passing the same tests as others due to their various learning or developmental status. Schools with these problems would agree there needs to be protection for charter schools, especially ones with the most special needs and at-risk students. For example, two charter schools that are currently struggling in this area are ACVS (Another Choice Virtual School) and HCCS (Heritage Community Charter School). This is because the majority of their kids have to take the same tests like atypical students to determine a charter school's AYP, Adequate Yearly Progress. In which this is difficult for schools like ACVS and HCCS to maintain high levels of achievement with the majority of students having disabilities.

> When a school or school district does not make the Adequate Yearly Progress for four years in a row, the state will place it under a corrective action plan. The plan will include resources to improve teaching, administration, or curriculum. If no progress is made, then the state has increased authority to make necessary additional changes to ensure improvement (Idaho State Board of Education).

However, if there is no progress being made, even with the "increased authority", there would be no hope left for that certain charter school. Ideally, this was made to help ensure that all charter schools will be successful in teaching their students, but it destroys those schools that have the most special needs and at-risk students in attendance. Charter schools are regulated and restricted under laws, both state and federal, and can be closed down if "student achievement" is

not improved, which is not the case for regular public schools. Public schools, however, are allowed to keep running and are asked to improve their scores, but they are given an unlimited amount of time to do it (About Idaho Charter Schools).

There is a considerable amount of pressure on charter schools within the Idaho State Board of Education to maintain a standard, and it can be unfair to most of these charter schools. It hinders charter schools accreditations because of the high AYP that are set by the PCSC to try and "match" atypical schools as much as possible. For the PCSC to determine how a school is doing, it keeps the scores of their kids' ISATs, their graduation rates, and compares them to not only other charter schools but also to public schools. Because of this, it creates a high expectation of all charter schools and only a small amount of leniency for those that are primarily for kids with disabilities and at-risk kids. The Public Charter School Commission has a high expectation of Adequate Yearly Progress that can be lowered for these charter schools because not everyone fits into the same mold.

Mostly, these ISAT tests for Idaho's charter schools' AYP are to make sure each charter school in the state of Idaho is on the right track to help parents of "normal" kids choose between schools. ISAT scores help show what school excels or is inadequate at teaching their students, and it makes sense for the PCSC to have this sort of structure for each of their schools to set a high standard. However, the expectations of high AYP and ISAT scores makes it harder for charter schools that have acquired the majority of their students as special needs and at-risk kids. This high expectancy lowers their rating as a school and they lose potential students due to the parents worrying their kids would not progress developmentally if put in these schools. There are

those who think these "achievement tests" or ISATs for Idaho's tests are made to help instead of hinder kids and the school.

> That impact is relevant because concerns have been raised that the tests use arbitrarily set standards, that they do not test important skills, that they shift the learning environment away from more creative learning, that they disadvantage particular groups in society, and that they are being used inappropriately (POST Data).

In many ways, these tests do help the schools and teachers. The tests can help atypical schools by showing where they need to do better and could get a good representation to their community. This test can also help show teachers what they need to work more on with each student to make sure they are being well educated. Many think this is not a problem for charter schools and that what needs to be focused on is the kids and not the schools. To some degree, this is true, kids need to be supervised and all schools need to be accounted for if they are not doing enough for what their students need.

Although, to keep charter schools going, especially ones that try to fulfill each IEP and support every at-risk student, the standards for testing need to be revised. There can be many different ways for the PCSC to counteract this problem within its system. A few ways to counteract this: the PCSC could lower the AYPs for charter schools and put a pie graph on the majority of special needs and/or at-risk kids of a certain charter school. Doing this could help assure the parents it is not the fault of teachers or their teaching methods within the school. It could also help if it shows the percentage of how well they are following and fulfilling each student's IEP up until their graduation. Other than those ideas, the Public Charter School Commission needs to explain to parents why the AYP is different for that particular charter

school and why it is important for them to identify how many kids, through percentages, are included within the special needs or at-risk category. The reason for this is because it is unethical to schools who are following the law for special needs kids to get reprimanded by the PCSC, the Idaho State Board of Education, and others consequently due to their uncontrollable low scores as a school.

Overall, there were laws made in Idaho for special needs kids that charter schools are required to follow, but charter schools are forced to fit into an atypical mold that is impossible to achieve. Currently, there are no laws made to protect charter schools from being shut down due to funding loss and the loss of additional students if they have exceedingly more special needs or at-risk students. An accountability process is needed for the PCSC in regards to accommodating these schools. Even though the test for a school's AYP was ideally made to help make sure all charter schools will be successful in teaching, it hurts the schools as a whole with those special needs and at-risk kids. There are many pressures like these on all charter schools within the state of Idaho. By hindering their accreditation, due to the high AYP and expected ISAT scores put on by the PCSC to try and "match" other atypical schools as much as possible, these schools are suffering and need our support. The problem within the Idaho State Board of Education needs to be changed so it adheres not only to public schools, but to charter schools. With this problem and solution in mind, that not everyone fits into the same mold, so we must mold to fit them.

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January 25, 2022

A[redacted] G[redacted]
[redacted]Delano CA

To Whom It May Concern:

I am a Former Student.

Please do not shut down this school. I was missing so much school due to illness without ACVS I would not have passed 8th grade. I would still be attending if we did not have to move to California. I wish they had ACVS here too.

Thank you,
[redacted]

January 23, 2022

S[redacted] F[redacted]
[redacted]boise 83709

To Whom It May Concern:

I am a Former Student.

This school didn't only change my life but also almost every single one of the students in my graduating class were forever changed by Another Choice Charter. Not only was it great knowledge but also being able to have more of a flexible schedule and individualized learning with a teacher if needed was amazing. If it weren't for Another Choice I wouldn't have had any other Choice but to dropout due to the learning environment of a full school with 30+ students in a class and never learn a thing. Thanks to Another Choice I was able to get my high school diploma when I never thought I would!

Thank you,
S[redacted] F[redacted]
[redacted]

January 22, 2022

S[redacted]A A[redacted]
[redacted]

To Whom It May Concern:

I am a Former Student.

Another Choice has always been true to its name. This school has always offered parents and their children another option to choose for education.
The teachers in this school have always gone out of their way for my education, more than they'd ever needed to.

The teachers of Another Choice Charter have always been encouraging and supportive of their students. As a former student, I can confirm that Another Choice has exceeded all qualifications as a School, as public schools in the United States (Specifically in Idaho) have been limited and lacking in their services.

Another Choice has not just taught me the knowledge needed for everday life, but they as well taught me the philosophies of life and what it means to walk my own journey. This school has never discriminated me.

More than that, this school provides easy access to education, whether from one of their main buildings or from your home on a provided computer.

I am proud to be a student of Another Choice Virtual Charter. As a former student and 2020 Highschool Graduate, I thank all the teachers and workers that have been there for me throughout the years; they have been a great part of my success and will continue to as long as they are around for all students. Thank you Another Choice, for giving us all Another Choice.

Thank you,
S[redacted]A A[redacted]
[redacted]

January 21, 2022

E[redacted] R[redacted]
[redacted]

To Whom It May Concern:

I am a Former Student.

I was going into eighth grade when I found out I was pregnant, & my counselor at my high school at the time helped me find Another Choice. Since then they've been nothing but excellent & resourceful to me. They allowed me to get my credits quicker & I was able to graduate a year earlier than my class. I was able to do all my required classes online at home while being pregnant & still come in if I needed it. I continued to finish school through them & will forever be grateful that this school was an option for me.

Thank you,
E[redacted] F[redacted]
[redacted]

January 20, 2022

L[redacted] M[redacted]
[redacted]

I am a Former Student.

To whom it may concern,
My name is L[redacted] M[redacted] a graduate from ACVS. I first started off my freshman year at Ridgevue High, and got really bad grades my first semester. I found out about ACVS and decided to give it a try. I started there my second semester and it taught me so much to care about my education. I never would take education serious until I went to ACVS. I can proudly say I graduated ACVS with honor cord. They gave me all the help I needed and attended all my classmates well. All the teachers are wonderful and would be there for students when they needed them. They would always check up on me every week, which was one of my favorite things because in a regular school you don't get as much love and feel cared for how ACVS makes you feel.

I hope everything goes well, there's students who need Virtual schools. There's students out there who get bullied, who have disabilities, or are going through a tough time and this school gives so much help and makes students feel better than ever. I've gone to public schools where kids prefer to not go to school because they just go and get bullied. Virtual schools allow them to get their education without having to hear bad comments, without having to have bad days, ect. Not only that but ACVS allows students to have a lab where they can still make friends and go to school in person to not only be home all day online. ACVS is a great school. Thank you for taking your time to read my comment.

Thank you,
L[redacted] M[redacted]
[redacted]

January 20, 2022

A[redacted] S[redacted]
[redacted] Orofino, ID 83544

To Whom It May Concern:

I am a Former Student.

I graduated from another choice virtual charter school back in 2019 and if it wasn't for the school and for the teachers that I had, I would not have graduated. This school has not only worked with my hectic lifestyle from moving all over the state, but by allowing me the flexibility to be able to deal with my own personal and mental health issues as a teenager . The school and the teachers were with me every single step of the way they encouraged me and have brought out the best of me. I give all credit to my former teachers and to the school because of them I have since going to college I am close to graduating with my bachelors degree and mostly be working on my masters degree and it's because of the wonderful teachers in that I've had at the school. I struggled a lot and doing my homework doing assignments to the point where I was nearly expelled from other schools and another choice virtual charter school was my holy grail. They did something that no other online school had and I was allowing me to come into a building and to sit with the teacher and to work on my assignments to have that quiet safe space to do my homework without feeling overwhelmed or ostracized by my peers . It allows me to be able to talk to my teachers and work with them on a one-on-one basis that you can't get at a regular school. This school has changed my life not just academically but in every way you can imagine, they set me up for success, they how to encourage me to do nothing but my best, they pushed me to see the greatness that I could accomplish, and also allowed me the flexibility to focus on the environment around me will not giving up a good quality education. Since I graduated in 2019 I have been working towards my own teaching degree and have built my own desire to make a difference in students lives that the school and that these teachers have . To get rid of the school is saying that you don't care about your students you don't care about the education of the children in the state of Idaho because the school allows and the flexibility to be able to learn to get a quality education to be the best that they can be and approve that they can do it by graduating high school is achievable whatever your circumstance may be. The school has not just changed my life but I change the lives of many other students in the state of Idaho and taking that away from our children and from our future of this world is an absolute abomination .

Thank you,
A[redacted] S[redacted]
[redacted]

January 27, 2022

J[redacted]

To Whom It May Concern:

I am a Former Student.

I truly feel this school is the only reason I was able to graduate and revive my high school diploma. I have several cousins that attend acvs and it would break my heart having them see them not be able to graduate. See many kids have different life situations and it makes it hard to attend public school.As much as public schools have there 504 plans and accommodations they were never fully put in place or really worked. Acvs has provided a not only a safe school but safe place for myself and many students. Having mental illness makes many everyday tasks impossible and sadly at a young age school was that for me. I didn't have good grades or attend school at all. I thought I was going to drop out until I went to another choice. At public school mental health is really silenced but there it was as if everyone had there own thing and understood mine. All the staff and teachers were extremely nice and friendly. Every time I went into the lab I was individually greeted an office lady, a teacher, and at least one student. Every time I went which is such a positive experience. If I had any questions there were 3-4 teachers ready to help, which was an extreme difference from public school. As asking for help is hard and sometimes the teacher won't have time. I love this school I attend 8th- 12 grades there and I wouldn't have been able to do it if there wasn't a school like this. I am extremely great full for all the staff and teachers at acvcs. Thank you for taking the time to read this. God bless and have an amazing day :)

Thank you,
J[redacted]Ca[redacted]

ANOTHER CHOICE CHARTER - EXHIBIT 5

January 27, 2022

cognia

To:
Idaho Public Charter School Commission
C/O: Chairman Alan Reed

Re:
Another Choice Virtual Charter
1014 W. Hemingway Blvd
Nampa, ID 83651

Dear Chairman Reed and Commission Members,

This correspondence is to certify that Another Choice Virtual Charter School is fully accredited as a digital charter school through Cognia, formerly known as AdvancED. The school has been accredited in good standing since 2010.

The school's most recent accreditation onsite review was conducted March 20-21, 2018. A team of professional colleagues was led by Rich Webb, who is a certified Lead Evaluator for Cognia. The Accreditation Engagement Review Team comprehensively reviewed evidence, heard presentations and interviewed stakeholders to gain a broad understanding of institution quality to provide valuable feedback to help the institution focus and guide their improvement efforts. Following the onsite review, the team developed and submitted a comprehensive "Accreditation Engagement Review Report" that was provided to the institution.

The Accreditation Engagement Review Report is attached to this correspondence and includes a detailed evaluation of the institution's effectiveness based on a set of research-based Performance Standards constructed around three Domains: Leadership Capacity, Learning Capacity and Resource Capacity. Point values are established within the evaluation and an Index of Educational Quality (IEQ) rating is calculated. The average Cognia network average for the 32,000 accredited member institutions falls between 275-285 on a scale of 100 to 400. Another Choice Virtual Charter School IEQ rated at 325.75, which is well above the Cognia network average.

The Review Team noted that the institution demonstrated the ability to support non-engaged, highly discouraged and academically challenged students in a transformative culture that engaged students to develop a positive self-image, become more successful academically and endeavors to build a belief in their worth in the world beyond school. The Review Team also noted that conversations with students were filled with deep emotion and passion about their journey. Reports such as the ones witnessed by the Review Team are difficult to translate into measurable means, but do define a school culture that increases student self-worth and confidence in their abilities at the next level.

The full report is attached to this correspondence and it is our hope that the Commission take into consideration the value of the educational programming that is offered by Another Choice Virtual Charter School. The institution has many strengths that are identified in the Engagement Review Report including the creation of a culture through a structure of support that develops the student's beliefs in their ability to learn and succeed.

Another Choice Virtual Charter School is scheduled for their five-year cycle onsite review during the 22-23 school year. We look forward to supporting the institution's preparation and participation in the activities leading up to and including the Engagement Review activities.

Sincerely,

Dale Kleinert, Cognia
Pacific Region Vice President

March 20-21, 2018

AdvancED®

AdvancED® Engagement Review Report

AdvancED® Performance Accreditation

» **Results for:**
Another Choice Virtual Charter
1014 W Hemingway Blvd.
Nampa, ID 83651

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Administrator	2
Support Staff	5
Teachers	10
Parents	6
Students	10
Other	1
Total	34

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Emerging

Continuous Improvement Journey Narrative

The Another Choice Virtual Charter School has embraced the process of continuous improvement during its history. The school is chartered with a mission to address the needs of individuals with learning differences. The school provides an academic and socially supportive environment to address this mission. The hybrid teaching model of virtual-based learning with computer labs (face-to-face instruction) is designed to include regular tracked students, title one supported instruction and highly qualified teachers in a robust curriculum and delivery system. In interviews with students and feedback from parents, the school has demonstrated the ability to support non-engaged, highly discouraged and academically challenge students in a transformative culture that has those same students with a positive self-image, success academically and with a belief in their worth in the world beyond school. Those conversations were filled with deep emotion and passion about that journey. The school has remarkable stories with respect to their mission and work that may or may not translate easily into measurable means.

As a result of data analysis and leadership input, Another Choice Virtual Charter School has implemented recently the following:

- Interventions - Increase student skill sets, placement, and course offerings with assessments
- Student placement decisions based upon a MAP, BASI, Program testing, and Easy CBMs
- Board Policy update and review in board meetings via input from stakeholders
- Curriculum alignment - vertical and horizontal alignment of curriculum to state standards
- Cleaner data to better inform decisions by identifying appropriate data and report it in meaningful ways
- Communications is an improvement focus by the leadership and staff
- Professional Development has focused on Stats class, Power School, CPR, and intruder training
- Teacher committee has been formed to look at academic honesty policy that includes a clear definition of plagiarism, consequences for plagiarizing, and training to teach students tactics to avoid plagiarism
- Each teacher has an advisory class - students set goals for themselves
- Ongoing planning to provide an impressive number of options for students to be involved outside of their class time
- Teachers focusing on an orientation model to include a second wave orientation for secondary kids after they begin school
- Teachers have become experts and trainers in Video, Universal Design for Learning, "Super Users" of Power School and a variety of useful computer tools.

The Another Choice Virtual Charter School Virtual High School is using internal data including course progress

reports, completion rate and to include a MAP, BASI, Program testing, and Easy CBMs to analyze and evaluate programmatic and student progress/placement. This effort on the part of Another Choice VCS is impressive as the Engagement Review Team (ERT) interviewed teachers that are using these assessment tools to make changes in their lessons based on this data analysis. The teachers at Another Choice VCS are developing specific and usable reports to pinpoint student issues that make the role of the teacher as an advocate and content specialist increasingly effective. The school has hired a specialist who job is to build relationships with difficult students that have demonstrated engagement issues.

The Review Team was given a presentation by the Another Choice VCS leadership about the professional development Fridays. The school has a weekly meeting where all staff are required being on site. These Friday meetings is for staff to together providing an opportunity to work on the needs of the school's learning model, professional tools, and student needs. The school has been through a great deal of growth from a required Continuous Improvement Plan, Idaho Public Charter School Commission reporting, Federal programs audit for Title I and AdvancED's review. Each organization has requirements for the school to demonstrate data analysis and a structure to implement learning and learner improvement. The Review Team looked at documents that demonstrated the efforts of these processes in the google drive (internal) and external sources to include a website, stakeholder interviews/surveys, as well as, interviews with the school's Leadership Team and onsite staff.

The Another Choice Virtual Charter School's Learning Management System (LMS) is used very effectively by the teachers, students, and parents for lessons, and curriculum. Teachers are developing LMS reports that provide opportunities in content areas to determine academic growth and needs for students. The LMS (GradPoint) has to be manually connected to the Student Information System (Power School), however, this procedure seems to provide stakeholders with appropriate information in a timely fashion. Teachers are required to be at a computer lab (Nampa, Meridian, and Boise sites) once a week. Teacher interviews indicated the required lab setting is used to build personalized teaching opportunities with students. The institution does use a process in the evaluation and supervision model that "walks" lessons for effectiveness. It would be helpful to determine the students' side of the lesson that using an eleot™ tool for observation and how that might give information to be used as collaborative feedback and as a professional development tool. The Review Team understands the barriers that occur in an online environment with respect to systematically doing classroom observations.

The Another Choice Virtual Charter School has many strengths and the report will indicate those positive areas. For example, the Review Team found that the school has developed an instruction model that develops a personalized education for each student. The Review Team heard that message from parents and students. The use of teachers in advisory roles and support from counselor and interventionist is the basis for building those relationships. These relationships are used to formalize the culture in which the school wants to build positive inroads to how a student feels towards self and academics.

The practices of the school system are in place, and there are attempts to coordinate efforts to support improvement priorities. There are monitoring processes in place to inform and enhance the improvement efforts. The analysis, planning, and implementation actions are very evident.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations

(Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders utilize ethical marketing and communication practices.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards	Rating

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners are supported during their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational future and career planning.	Emerging
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging
2.13	The institution ensures authenticity in student learning in a digital learning environment.	Emerging

Resource Capacity Domain

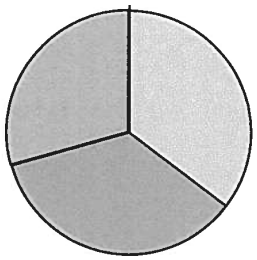
The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Emerging

Resource Capacity Standards		Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging
3.9	The institution provides an effective Learning Management System.	Exceeds Expectations
3.10	The institution's technology infrastructure supports teaching, learning and operational effectiveness.	Emerging

Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	0
Emerging	12
Meets Expectations	12
Exceeds Expectations	10

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1 **Primary Standard: 2.3**

Statement:
Another Choice Virtual Charter School has created a culture of student success through a structure of support that develops the student's beliefs in their ability to learn.

Evidence:
The Review Team's interviews with stakeholders revealed that Another Choice Virtual Charter School has strong academic counseling services that effectively meet the individual needs of a wide variety of learners. It is evident through student and parent interviews that the school provides a supportive and caring culture which is demonstrated by all staff members. The school provided evidence in surveys, SIS review, teacher handbooks and

the learning management system demonstrating an effective communication network between school and stakeholder needs.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1 **Primary Standard: 2.12**

Statement:
Compile existing practices for data analysis of programs and organizational conditions into a written action plan to include specific goals with evaluation timelines.

Evidence:
Peripheral evidence exists through staff, student, and parent interviews that data is used to improve student learning; however there is no written documented evidence of evaluation practices that indicate whether or not specific plans have been developed to meet the goals stated in the continuous improvement plan. In interviews, the Review Team heard that the school programs are generally adjusted based on need rather than a formalized procedure. This continuous improvement plan, when formalized in a written form, will indicate a timeline of program needs identification, data gathering and analysis, implementation, and evaluation.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1 **Primary Standard: 3.10**

Statement:
Develop and implement a written technology plan and crisis management plan, including a systematic evaluation process.

Evidence:
Interviews with staff indicated procedures for some components are in place, but no written plan is evident. The plan given to the Review Team addressed technology acquisition needs for the facility and/or Learning Management System only. The Review Team did not see, even in isolation, evidence of procedures for outages, data security, protection for confidentiality, system protection, and help desk procedures.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

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AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	325.75

Conclusion Narrative

The Another Choice Virtual Charter School is in the process of an effort to formalize a cycle that will result in continuous improvement. They are evolving their educational program to not only meet the needs of specialized students to include more online education for more traditional students. The Review Team heard from stakeholders and school personnel about the use of effective protocols in a focused education of the "learning differences" population (which will have positive benefits for all students). The model of continuous improvement will be critical in moving forward. Their current structure of improvement has many elements of strength. The school has an improvement cycle that has access to appropriate data and has been used to fine-tune student learning and professional practice. The evolution of defining a problem, generating appropriate data, clear reporting, and analysis, implementing strategies and evaluation of the journey will support improvement in professional practices and institutional effectiveness. The institution has a structure that will support such a journey with time (Fridays), staff committed to the mission and vision and an informal initiative cycle already in place. Those existing elements can be expanded to transform the cycle of improvement to a more formal process. This process will support all efforts use in meeting the requirements by outside agencies that keep knocking at the door. Individual student's needs are met through an effective use in the advocate and content interventions and ongoing adjustments (formal and informal learning plans.

The road to the AdvancED visit has been described as good learning journey for Another Choice VCS as an institution and leadership group. The challenge to evolve and maintain the purpose of the school has been met through first, a self-study of procedures and protocols of improvement that not only provided "requirements" for outside agencies, but second, a look at the school's improvement cycle that needs to be a spiral of effective growth rather than a hamster wheel leading nowhere. The Review Team can say Another Choice Virtual Charter School has processes that are emerging and certainly can be used to develop continuous improvement practices as outlined in the AdvancED model.

The school system now must not only pay close attention to the Improvement Priority outlined in this report but also must pay attention to the areas that are in the category of Emerging or Meets. Maintaining the momentum established through a continuous improvement model will be the challenge for Another Choice VCS. Research has shown that the change from a model that sets a focus on specific sets of outcomes to a continuous improvement model is a mindset challenge. The energy needed to create this model will soon be replaced by the energy gained through connections and momentum. The new culture based upon continuous improvement will take an institution through achievements more powerful than one individual or "leadership team" could imagine.
The Engagement Review Team appreciates the opportunity to join the Improvement Journey of Another Choice Virtual Charter School, though briefly, and acknowledges the efforts of all stakeholders in providing quality opportunities for all learners to achieve academic success.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Rich Webb	Richard Webb recently retired as a principal of a 10-12 high school in Boise, Idaho. Rich has a B.S. degree in Math; secondary education from Boise State and an M. Ed. in Educational Leadership from the University of Idaho. Rich's 34-year career in education included 8 years as a secondary math teacher and 10 years as a high school assistant principal, 8 ½ years as 7-9 junior high principal and 7 ½ years as principal of the 10-12 high school. Rich has served on several AdvancED Engagement Reviews in Idaho and recently a systems review in South Carolina. Rich will be a lead for AdvancED Leadership Teams in Idaho.
Kathleen Allison	Kathleen McLane Allison is Executive Director for iSucceed Virtual High School. The Executive Director position administers all district and charter roles and responsibilities, is a liaison between the Board, accountability agencies, and staff, as well as top-level management of all school/district personnel. Ms. Allison holds an MS in Education and is currently a doctoral candidate at the University of Idaho. She also holds a BA in Social Science/Sociology with a minor in Theatre. She has been with iSucceed since its opening as a Teacher, Department Chair, Operations Manager, Principal and now as a Charter Administrator. Ms. Allison has given several presentations at national/international conferences and has a completed thesis with the University of Idaho, "Obstacles and Opportunities: Online instruction with incarcerated youth" (2009, University of Idaho). Prior to iSucceed, she worked for 10 years for the State of Idaho, Department of Juvenile Corrections as a teacher and later as an Education Program Supervisor (Principal). During her time at IDJC, she underwent a successful accreditation review as a special purpose school and will be undergoing a review for iSVHS for 2017-2018.

Team Member Name	Brief Biography
Bryan Cox	Bryon Cox has served individuals with disabilities as a special education teacher in public schools for 10 years. During his time as a special educator, Bryon has primarily served students with behavioral and emotional disorders and has assisted fellow educators in developing their capacities as managers of student crisis as a Right Response trainer. He is currently a 9th-grade resource room teacher at a junior high school in the Boise School District. Bryon has served two terms as a board member of the Idaho Council for Children with Behavior Disorders and currently serves as the website and publications manager for the Idaho Council for Exceptional Children. Bryon holds a Masters of Education in Special Education and is in the process of obtaining a Masters of Educational Leadership.
Lora Seabaugh	Lora Seabaugh is the principal of Initial Point High School in Kuna, Idaho. She has been with Initial Point since it opened eight years ago. Prior to Initial Point, Lora worked within the alternative programs in the Nampa School District. Lora has been involved in secondary education over the past 20 years as a classroom teacher, dean of students, assistant principal, and principal. Her passion really is serving those who are at-risk and need that extra time and attention to find success. Lora has served on three engagement review teams over the past four years.
Jeff Simmons	Jeff Simmons is the Director of Curriculum and Instruction for Idaho Digital Learning. In this position, he oversees the Content Team, and all curriculum revision and development activities. He also serves as the principal for Idaho Digital Learning's Full-Time Teachers, collaborates with other teams, and serves on the Leadership Team. Jeff holds an MA in Educational Leadership from the University of Idaho, and a BA in Social Studies and English Education from Northwest Nazarene University. He has experience as a classroom teacher, both online and face-to-face, and as an administrator for Idaho Digital Learning. He has served on several accreditation review teams and on the accreditation team for Idaho Digital Learning.
Dennis Wilson	Dennis Wilson is in his 30th year of being an educator. Currently he is serving in his first year as the Superintendent of Richard McKenna Charter Schools in Mountain Home ID. This is his first year in a Charter School environment. Dennis served as a Spanish/Computer Science teacher for six years in Michigan before entering the realm of administration. His career has taken him from Michigan to Wyoming and now in Idaho. His previous district was Bruneau/Grand View located in Owyhee County, Idaho. He has his BS in Secondary Education, and a Master and Specialist Degree in Educational Leadership. Dennis has served on several accreditation review teams and enjoys the experience. He likes to see how other schools serve their students and has always taken away at least one item to help improve his school or district

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Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963
9115 Westside Parkway, Alpharetta, GA 30009

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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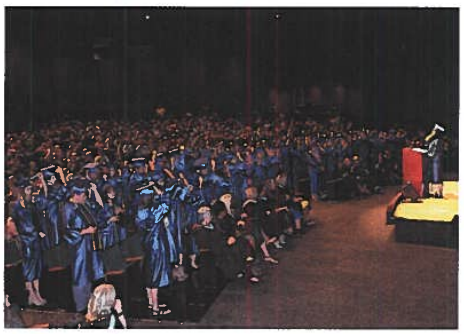
ANOTHER CHOICE CHARTER - EXHIBIT 6



ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247
1014 W. Hemingway Blvd.
Nampa, Idaho 83651

Laura Sandidge, Ph.D.
Administrator / Head of School
208-475-4255
lsandidge@anotherchoicecharter.org

John Kelleher, Ph.D.
Board Chair
208-475-4255
jkelleher@anotherchoicecharter.org

Mission Statement: *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

K = 7	7th = 31
1st = 19	8th = 40
2nd = 8	9th = 45
3rd = 11	10th = 56
4th = 12	11th = 69
5th = 17	12th = 76
6th = 24	Total = 415

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.

John E Kelleher

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

Executive Summary

Pursuant to Idaho Code section 33-5209B the Director of the Idaho Public Charter School Commission recommended that Another Choice Virtual Charter School, ACVS, not be renewed. The following document outlines and addresses the changes that have been implemented, and are proposed by ACVS to be implemented, to address the concerns outlined by the Commission. As always, ACVS is willing to accept additional suggestions on how to make improvements to resolve the cited concerns.

Narrative

ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance are as follows:

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

Operational Outcomes Board Stewardship: Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our

Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of- the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, "Based on IPCSC review, the board's policies appear to be incomplete." We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS's Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.

- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission, therefore the standard on "Operational Measure 5a: Additional Obligations" is still in progress within the timeframes outlined by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently

awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

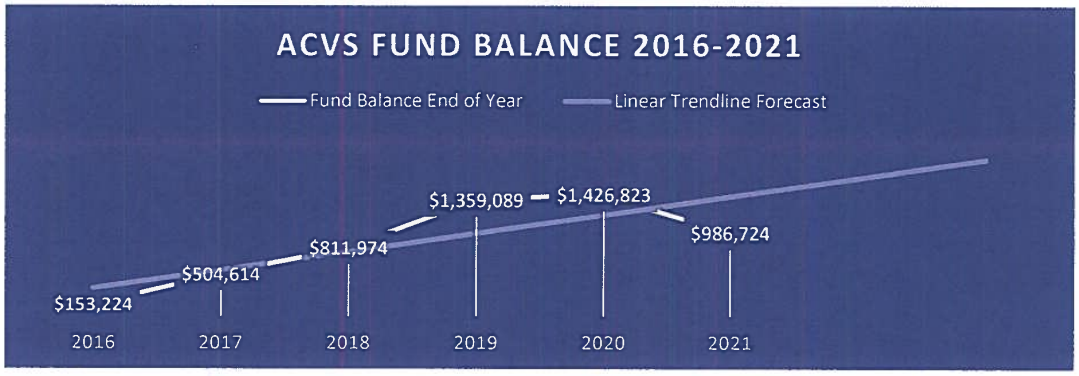
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial to address the standard "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Fiscal Accountability are as follows:

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	$153,224	
2017	$504,614	$351,390
2018	$811,974	$307,360
2019	$1,359,089	$543,006
2020	$1,426,823	$67,734
2021	**$986,724**	-$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the "Accountability Designation" of "Honor" in the "Financial Outcome" component. In 2020 / 2021 the "Accountability Designation" was determined to be "N/A". According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS's Fiscal Accountability was considered exemplary and was provided with a designation of "Honor", which is above and beyond the designation of "Good Standing".

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public

Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

> Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 11/2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and

Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

Another Choice VIRTUAL SCHOOL

Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Meeting

Jared Dawson <Jared.Dawson@osbe.idaho.gov> Thu, Nov 18, 2021 at 1:51 PM
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

JARED DAWSON

Program Manager, Idaho Public Charter School Commission

(208) 332-1585

PUBLIC RECORDS NOTICE: Pursuant to Idaho Code § 74-101 through 74-126, this email and responses are subject to the Idaho Public Records law and may be disclosed to the public upon request, unless otherwise exempt from disclosure under the law.

[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

lshoemaker@anotherchoicecharter.org

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

> ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:
ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard	

Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard
Student B	2/12 Below Standard	6/12 At/Near Standard	6/12 At/Near Standard
Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard

Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	2/10 Below Standard	8/10 Above Standard	
Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	1/10 Below Standard	2/10 Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

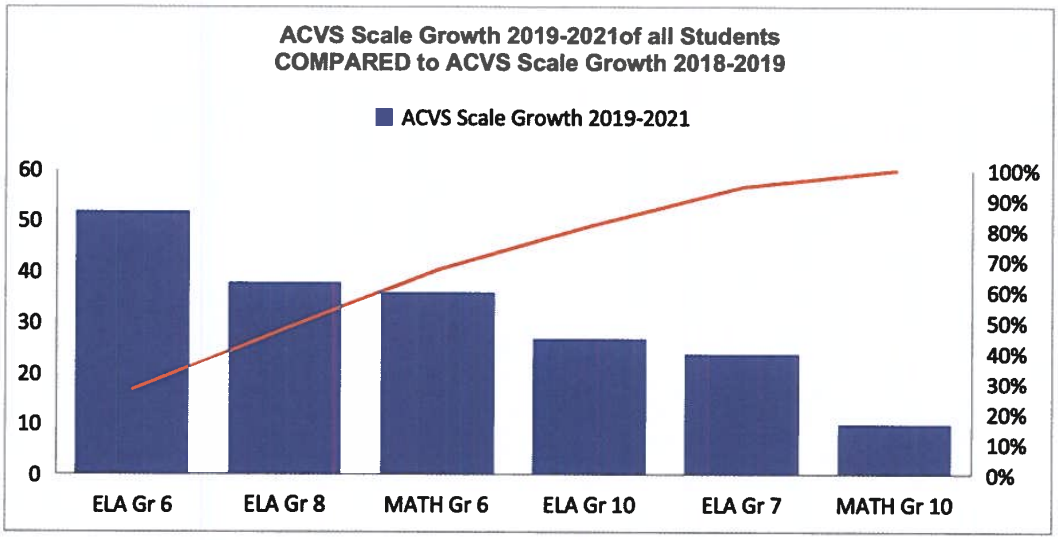
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



Outline of Additional Evidence

1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
3) Exhibit 3: Growth Resiliency Measure Organizational Report.
   a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

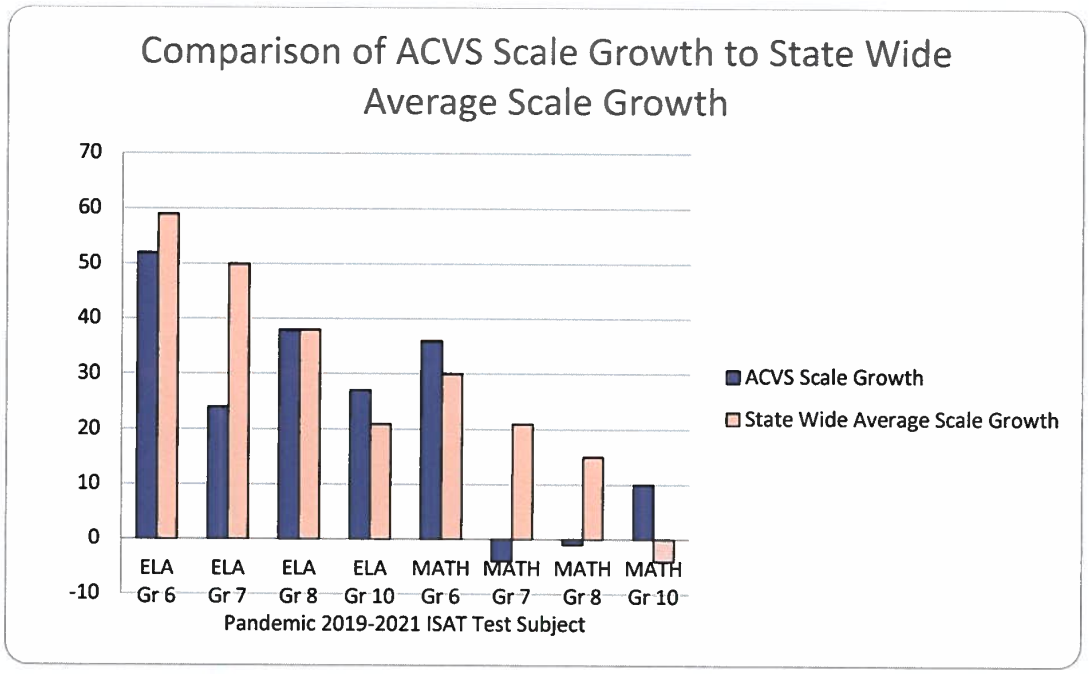
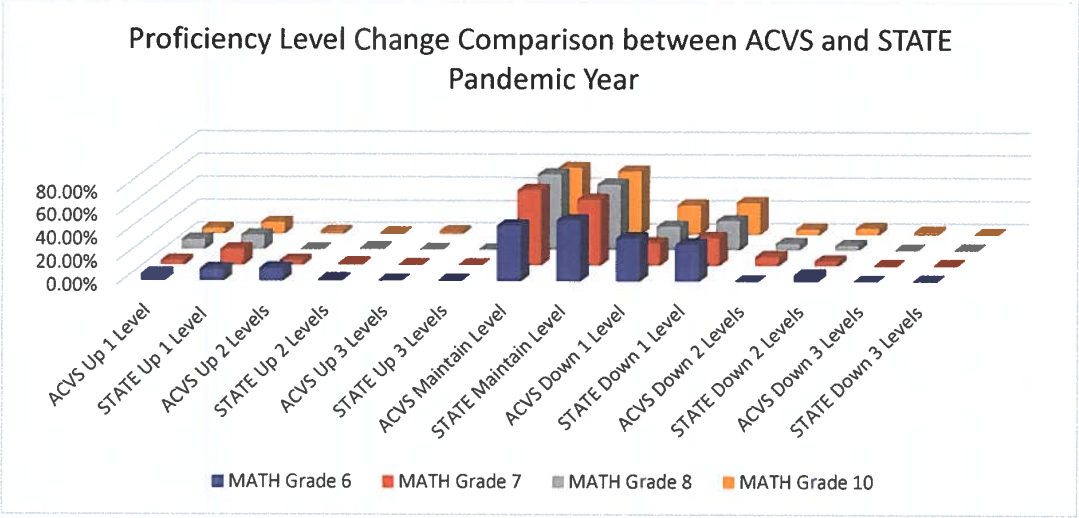
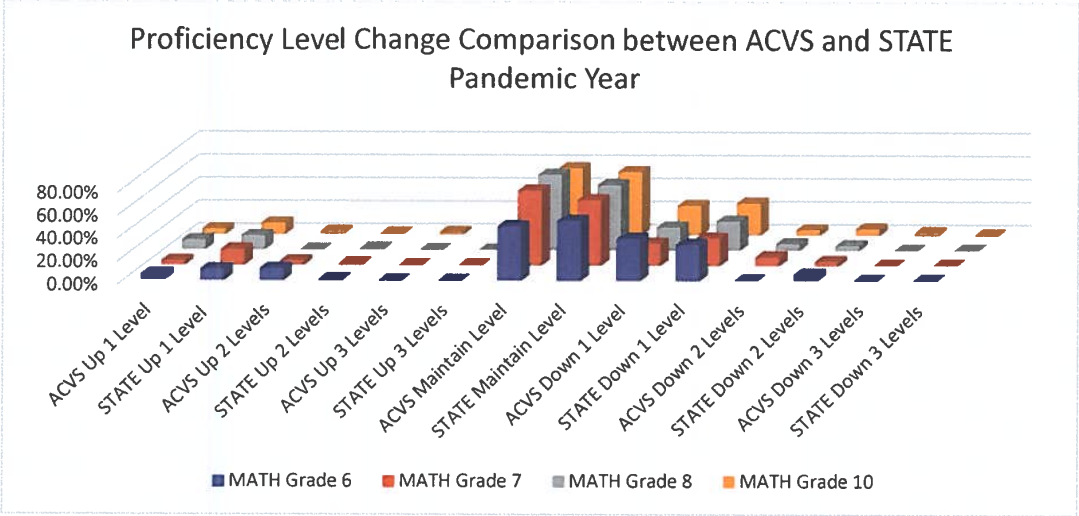


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.





Additional Evidence

Exhibit Three Growth Resiliency Measure

Growth Resiliency Measure
Organizational Report

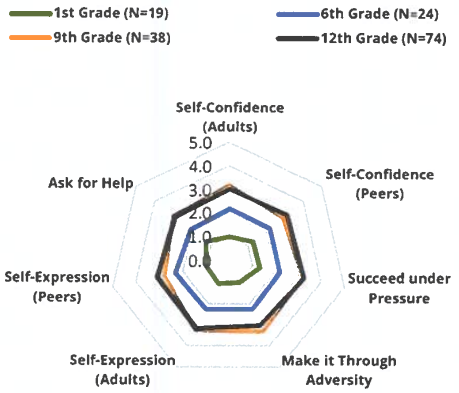
Another Choice Virtual Charter School

Grades: K-12 *# Students: 413* *Students of Color: 36%* *Male: 50%*
Female: 49% *Transgender: 1%* At-Risk: 69% *IEP: 29%* *504 Plan*: 10%
Avg. Per Pupil Spending: $1,554 *Free/Discount Lunch*: 36.8%

Fall 2021

Average Scores for Selected Grades

Start of the Academic Year



Data Insights

Organizationally, students showed the highest gain in *Self-Confidence w/ Adults* on average.

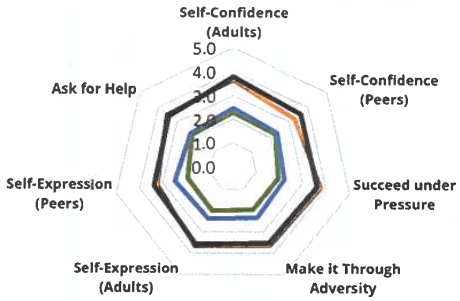
Below is the highest gain components for each grade.

- **1st Grade – *Self-Confidence w/ Adults* and *Self-Confidence w/ Peers***
- **2nd Grade – *Self Expression w/ Adults***
- **3rd Grade – *Self-Confidence w/ Peers* and *Self Expression w/ Adults***
- **4th Grade – *Asking for help***
- **5th Grade – *Self-Confidence w/ Adults***
- **6th Grade – *Self-Confidence w/ Adults***

Data Insights (cont'd)

- **7th Grade – *Self-Confidence w/ Adults* and *Self Expression w/ Adults***
- **8th Grade – *Self-Confidence w/ Adults, Succeeding Under Pressure* and *Making it Through Adversity***
- **9th Grade – *Succeeding Under Pressure* and *Asking for help***
- **10th Grade – *Self-Confidence w/ Adults***
- **11th Grade – *Self-Confidence w/ Adults* and *Asking for help***
- **12th Grade – *Self-Confidence w/ Adults* and *Succeeding Under Pressure***

At the time of Assessment



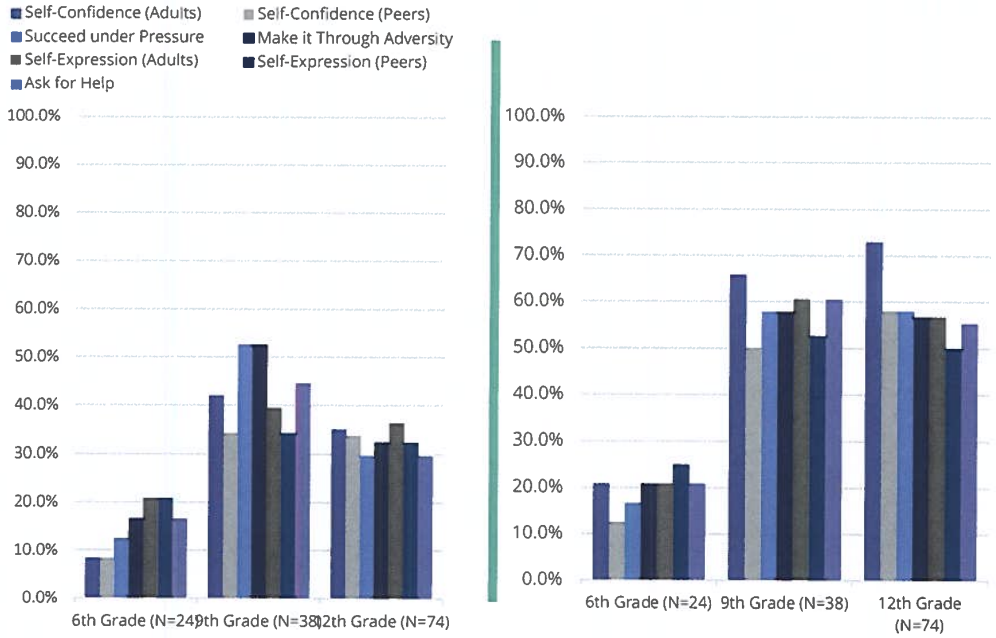
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021.
The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

Percent of Students w/ High Scores (*4 or 5*)

At the Start of the Academic Year → **At the time of Assessment**



Data Insights

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

***Self-confidence w/ Adults* – 5th, 6th, 7th, 9th, 11th, and 12th Grades**

***Success under pressure* – 8th Grade**

***Ask for help* – 10th Grade**

***Self-expression w/ Adults* – 3rd Grade**

***Self-expression w/ Peers* – 3rd Grade**

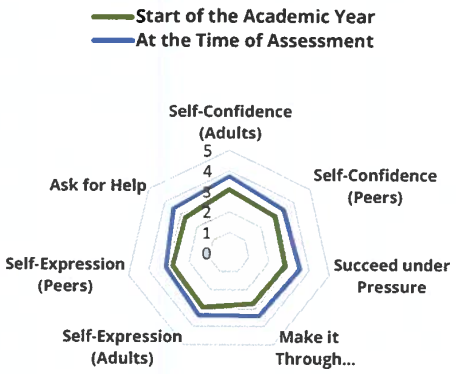
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

Students of Color

Change in GRM Average (12th Grade)



Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- ***Self-confidence w/ Adults* – 7th grade**
- ***Self-confidence w/ Peers* – 2nd, 4th, 5th, 6th, 10th, 11th, and 12th grades**
- ***Success under pressure* – 8th and 9th and 11th grades**
- ***Ask for help* – 8th and 11th Grade**
- ***Self-expression w/ Adults* – 3rd Grade**

Overall, students of color were most represented in *Self-confidence w/ Adults, followed by Self Expression w/ Adults*.

***Self-expression w/ Adults* had the highest percentage *of* 11th grade students of color.**

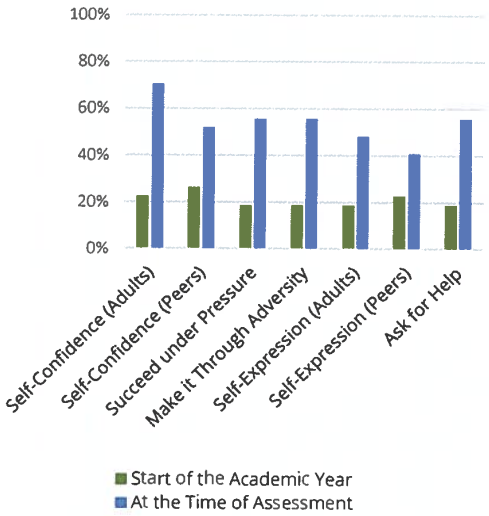
***Success under pressure* had the highest percentage *of* 8th grade students of color.**

***Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3rd, 4th, and 10th grades.**

K, 1st, 5th, and 6th all had 0% of students of color, however, all grades had less than 5 student, with 6th having 8.

Note: 2nd Grade was evenly distributed amongst all components.

Change in Percentage of Students w/ Score 4 or 5 (12th Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

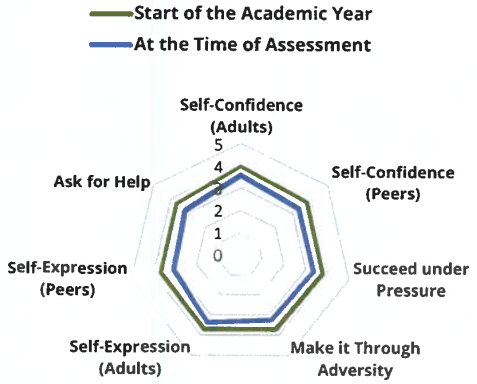
Growth Resiliency Measure
Organizational Report

GRM

Fall 2021

IEP Students

Change in Average GRM (*12th Grade*)



Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- ***Self-confidence w/ Adults* – 1st and 5th grade**
- ***Self-confidence w/ Peers* – 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades**
- ***Success under pressure* – 8th, 9th and 11th grades**
- ***Make it through Adversity* – 11th grades**
- ***Ask for help* – 4th, 6th and 11th grades**
- ***Self-expression w/ Adults* – 7th grade**

Note: K had 0 IEP students.

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

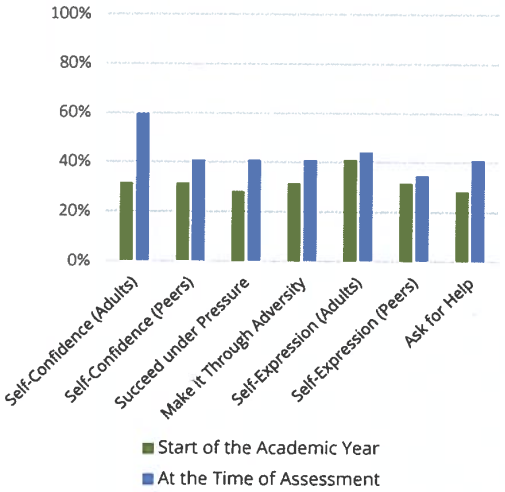
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.

Change in the Percentage of Students w/ Score 4 or 5 (*12th Grade*)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

1. GRM Submitted by Student Characteristics

Excludes students w/out information on their grade level or complete GRM scores

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
Student Count	4	19	8	13	11	12	24	19	39	38	48	74	73	382
Boy %	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	52%
Girl %	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	47%
Transgender %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	1%
Students of Color %	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	34%
IEP %	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	41%

2. Baseline GRM Averages (*at the start of the semester*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
Grand Total	2.7	2.6	2.5	2.6	2.6	2.6	2.6

3. Current GRM Averages (*at the time of data entry*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
Grand Total	3.30	3.07	3.00	3.01	3.07	2.95	3.07

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
Grand Total	**384**	**94**	**86**	**73**	**84**	**88**	**85**	**96**

5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
Grand Total	**384**	**179**	**142**	**136**	**137**	**146**	**133**	**156**

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
Grand Total	**384**	**24%**	**22%**	**19%**	**22%**	**23%**	**22%**	**25%**

7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
Grand Total	**384**	**47%**	**37%**	**35%**	**36%**	**38%**	**35%**	**41%**

8. GRM Definitions (referred as "components")

Self-confidence: trust in one's abilities, capacities, and judgment.

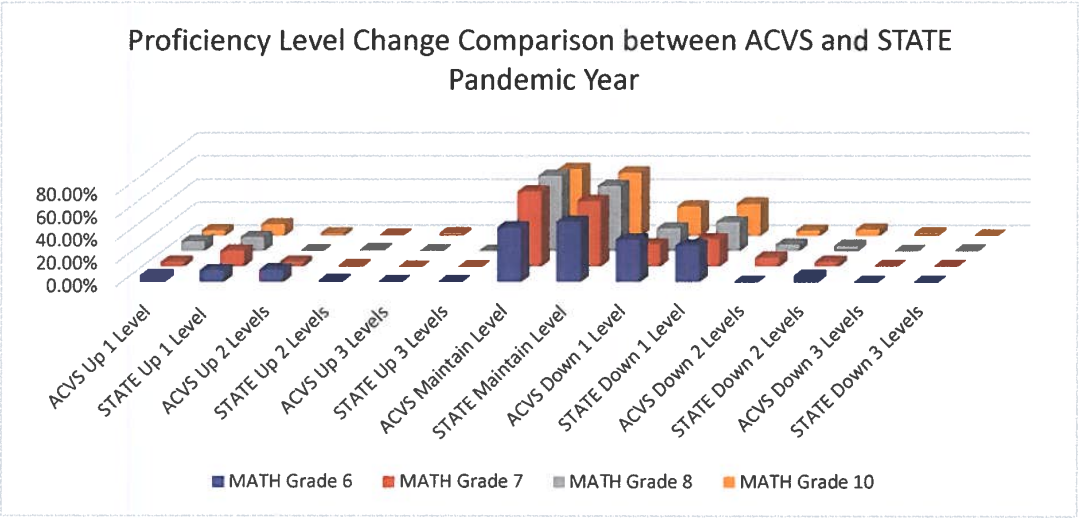
Self-expression: free expression of one's feelings, impulses, thoughts, attitudes, and talents.

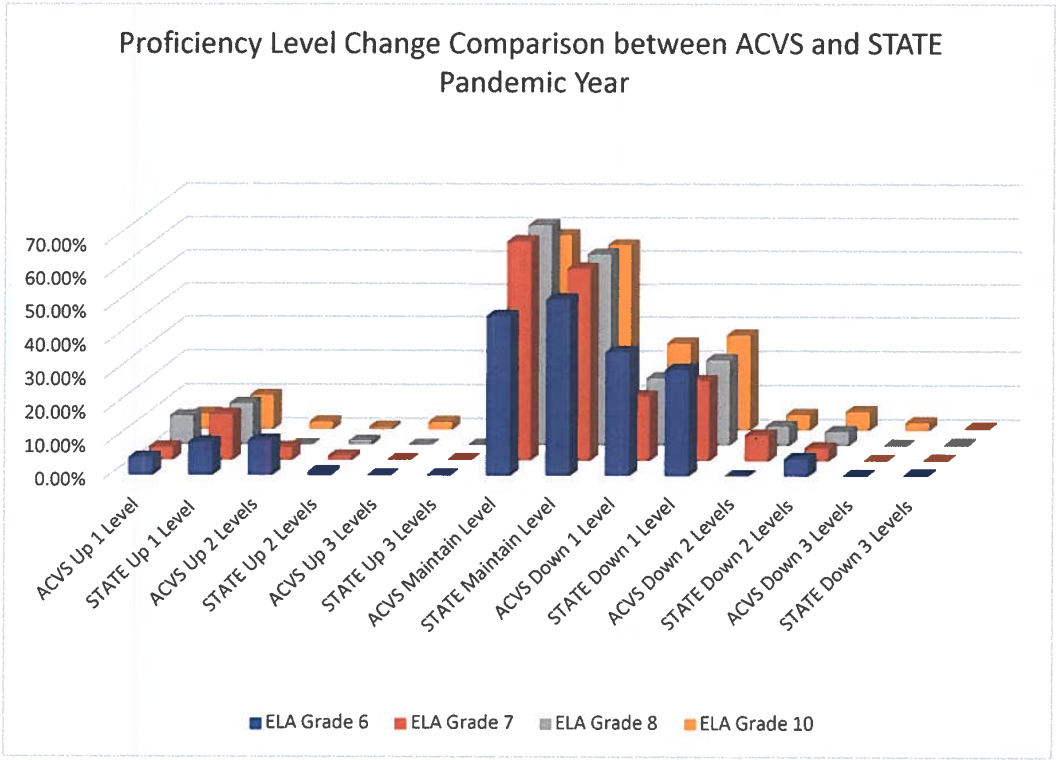
Perseverance: persistence in doing something despite difficulty or delay in achieving success.

Success under pressure: accomplishment through an opposing situation/obstacle.

Ask for help: request to see/talk to someone for help.

ANOTHER CHOICE CHARTER - EXHIBIT 7


Proficiency Level Change Comparison between ACVS and STATE
Pandemic Year
80.00%
60.00%
40.00%
20.00%
0.00%
ACVS Up 1 Level
STATE Up 1 Level
ACVS Up 2 Levels
STATE Up 2 Levels
ACVS Up 3 Levels
STATE Up 3 Levels
ACVS Maintain Level
STATE Maintain Level
ACVS Down 1 Level
STATE Down 1 Level
ACVS Down 2 Levels
STATE Down 2 Levels
ACVS Down 3 Levels
STATE Down 3 Levels
MATH Grade 6
MATH Grade 7
MATH Grade 8
MATH Grade 10


Proficiency Level Change Comparison between ACVS and STATE
Pandemic Year
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
ACVS Up 1 Level
STATE Up 1 Level
ACVS Up 2 Levels
STATE Up 2 Levels
ACVS Up 3 Levels
STATE Up 3 Levels
ACVS Maintain Level
STATE Maintain Level
ACVS Down 1 Level
STATE Down 1 Level
ACVS Down 2 Levels
STATE Down 2 Levels
ACVS Down 3 Levels
STATE Down 3 Levels
ELA Grade 6
ELA Grade 7
ELA Grade 8
ELA Grade 10

IV. CONSIDERATION OF CHARTER RENEWAL

Another Choice Virtual Charter School

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209B

BACKGROUND

Idaho public charter schools operate on five-year operational terms as defined in a performance certificate executed by and between the public charter school and an authorized chartering entity (the IPCSC). At the end of each five-year term, the authorizer must consider whether to renew the school's charter. Renewal decisions must be grounded in the terms of the performance certificate and the measures and metrics incorporated through the performance framework. Each year, schools are provided a performance report communicating the school's performance in relation to the measures and metrics of the framework.

DISCUSSION

Another Choice Virtual Charter School opened in 2010. The school serves approximately 400 students in grades K-12. The school offers a virtual instructional model with multiple student labs. The school's mission is focused on academic achievement.

ACVS requested an administrative hearing for the purpose of contesting the Director's nonrenewal recommendation.

Exhibits provided by both parties are included in these materials. Exhibits provided by ACVS are identified numerically. Exhibits provided by the IPCSC Director are identified alphabetically.

IMPACT

Should the Commission choose to renew the school's charter with or without conditions, the school and IPCSC staff will proceed to negotiate a performance certificate, effective July 1, 2022 through June 30, 2027.

Should the Commission choose to nonrenew the school's charter, closure protocol will begin immediately following the issuance of written notification of the nonrenewal decision. ACVS may appeal a nonrenewal decision directly to the state board of education pursuant to IDAPA 08.02.04.403. IPCSC policy Section VIII.D.iii requires closure protocol

to begin regardless of whether the school does or does not appeal the decision.

Final renewal decisions must take place no later than March 15, 2022. Final orders will be issued in writing to each school stating the Commission's renewal decision.

STAFF COMMENTS AND RECOMMENDATIONS

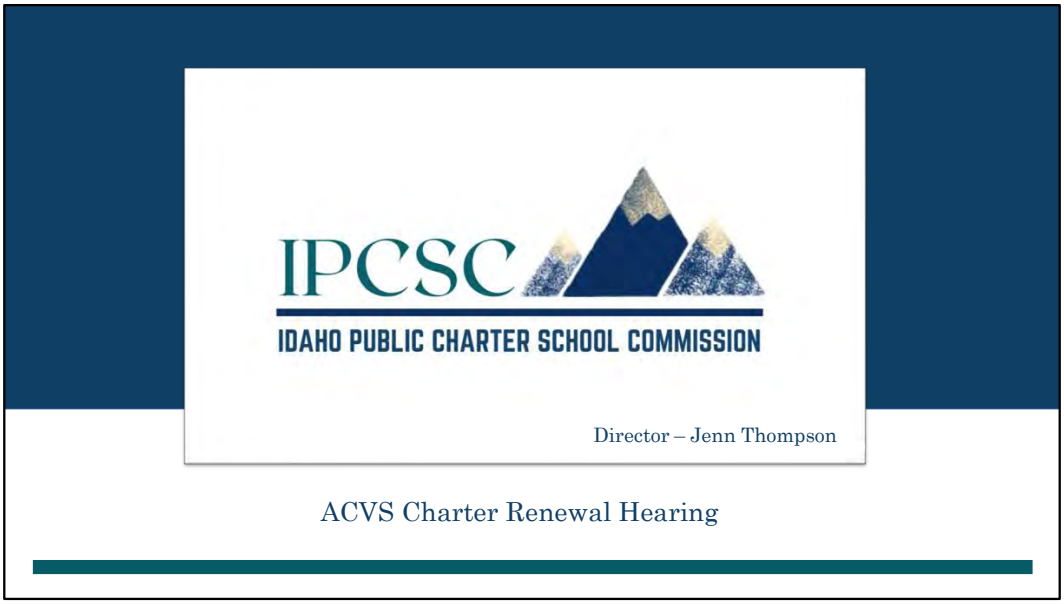
Staff recommends that the Commission nonrenew the charter for Another Choice Virtual Charter School. No conditions are recommended.

COMMISSION ACTION

1. A motion to renew the charter for Another Choice Virtual Charter School for a five-year operational term to begin July 1, 2022 with no conditions; OR

2. A motion to renew the school's charter for a five-year operational term to begin July 1, 2022 with the following conditions: [state condition(s) in full, including due date(s)]; OR

3. A motion to nonrenew the charter for Another Choice Virtual Charter School, thereby requiring the school to cease operations as of June 30, 2022 and directing the Director to begin closure protocol.


IPCSC
IDAHO PUBLIC CHARTER SCHOOL COMMISSION
Director – Jenn Thompson
ACVS Charter Renewal Hearing

Relevant Law

"[…] An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate." (I.C. § 33-5209B(9))

When making charter renewal decisions, the Commission is required to "[g]round its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate." (I.C. § 33-5209B(7))

Relevant Exhibits

Exhibit B – Performance Certificate; Page 29 - Performance Framework.

ACVS – Background

- Virtual
- Grades K-12
- Opened in 2010
- Focuses on academic achievement; development of social competence; post-secondary preparedness; and the development and advancement of student's technological skills

https://www.anotherchoicecharter.org/

Relevant Exhibits

Exhibit A – Slide Deck
Exhibit B – Performance Certificate; Page 32 Charter Narrative.

Current Performance Certificate

Section 4(D)

The School shall achieve an accountability designation of Good Standing or Honor on each of the three sections of the Performance Framework.

Section 5(A)

The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

Section 6(A)

The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.

Relevant Exhibits

Exhibit B = Performance Certificate 2017-2022

Director's Recommendation

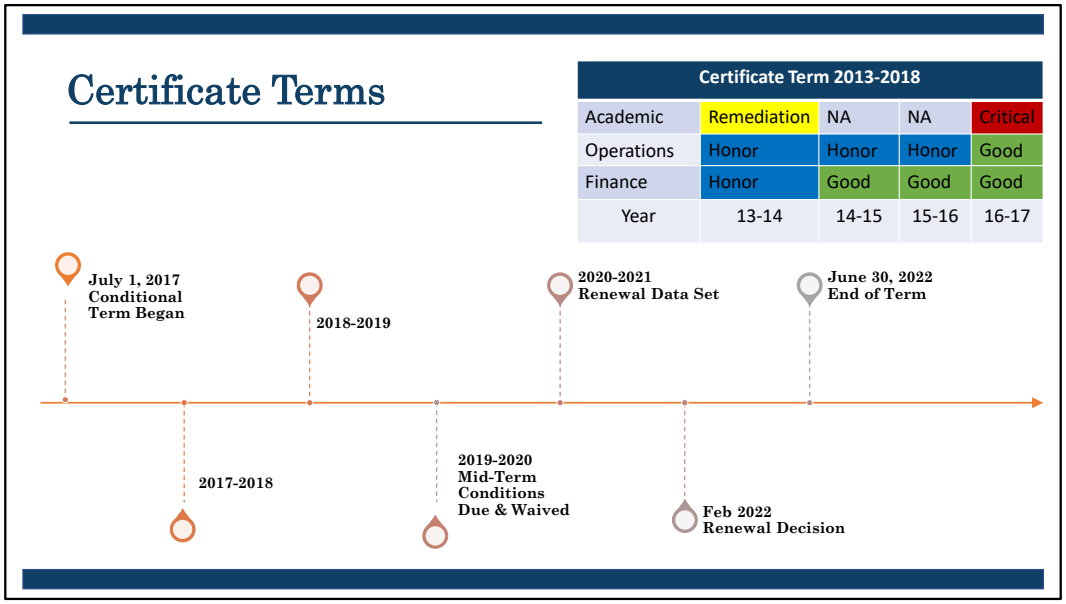
- Nonrenewal of ACVS's charter
  - low academic performance over the course of the current Performance Certificate term (see Section 4(D) of current performance certificate)
  - financial data indicates financial instability and distress (see Section 6(A) of current performance certificate)
  - did not meet standard on 'Operational Measure 3a: Governance Requirements'
  - did not meet standard on 'Operational Measure 3b: Board Oversight'
  - did not meet standard on 'Operational Measure 3c: Reporting Requirements'
  - did not meet standard on 'Operational Measure 3d: Public Transparency' and did not meet standard on 'Operational Measure 5a: Additional Obligations'

Relevant Exhibits

Exhibit C – Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter

Exhibit D – ACVS Renewal Application

Exhibit E – ACVS Request for Administrative Hearing



Relevant Exhibits

Exhibit B – Performance Certificate 2017-2022

- page 18 states the academic conditions put in place when that contract was signed.

Exhibit F - Previous Certificate Term Annual Reports 2013 and 2017

- Page 8 highlights 2013 framework ratings
- page 28 highlights 2017 framework ratings

Current Term Academic Outcomes

	Data Point	Outcome	State	Virtuals	Alts
FY21	Math ISAT Proficiency	17%	40%	33%	22%
	ELA ISAT Proficiency	43%	55%	57%	33%
FY20	Graduation Rate	50%	82%	55%	NA
FY19	Math ISAT Proficiency	11%	45%	18%	NA
	ELA ISAT Proficiency	34%	56%	48%	NA
	Math Growth	18%	54%	33%	NA
	ELA Growth	30%	65%	56%	NA
	Graduation Rate	37%	81%	48%	NA
FY18	Math ISAT Proficiency	16%	45%	14%	NA
	ELA ISAT Proficiency	38%	56%	51%	NA
	Math Growth	25%	54%	41%	NA
	ELA Growth	51%	65%	56%	NA
	Graduation Rate	45%	81%	32%	NA

Alt Schools: 100% At-Risk Students
ACVS: 62% At-Risk Students

Current Certificate Term Ratings		
Year	2018	2019
Academic	Critical	Critical

Data From Underlying Report Card Data, as published by SDE

Relevant Exhibits

Exhibit G – FINAL Annual Performance Report 2020-2021
Exhibit H – ACVS Annual Report Response Form
Exhibit I – Notice of No Change to FY21 Annual Report
Exhibit J – ACVS - 2020-2021 Annual Report New Framework Preview
Exhibit K – Email regarding consideration of custom comparison group 11/30/20
Exhibit L– 2019-2020 annual performance report FINAL
Exhibit M – 2018-2019 annual performance report FINAL
Exhibit N – 2017-2018 annual performance report FINAL
Exhibit O – Excerpt from 2021 Underlying Report Card Performance.

2020-2021 Financial Performance Outcomes

Financial	
Current Ratio	3.94
Cash Ratio	1.7
Days Cash	41
Default	None
Total Margin and 3 Year Total Margin	-9.5% and 1.14%
Debt to Asset Ratio	.24
Cash Flow and Multi-Year Cash Flow	Multi – Negative Recent - Negative
Debt Service	-1.98

Current Certificate Term Ratings			
Year	2018	2019	2020
Finance	Honor	Honor	Good

1. 3 Year Aggregated Total Margin indicates that the school has expended more than it has received across the past 3 years.
2. Multi-Year Cash Flow indicates that the school has reduced its year-end fund balance across multiple years.
3. Current Year Cash Flow indicates that the school did not add to its reserves in FY21, but rather dipped into funds issued in previous years for operations.
4. Debt Service Ratio indicates that the school is not likely to be able to meet its debt obligations long term based on FY21 revenue.

Relevant Exhibits

Exhibit G – FINAL Annual Performance Report 2020-2021

Exhibit P – FY21 Audit Report
- source data used to populate the calculations outlined in the Performance Framework

Exhibit B – Performance Certificate,
- page 30 - the formula for each financial measure is defined in the Performance Framework.

2020-2021 Operational Performance Outcomes

Operational			
1a- Educational Model	M	3b – Board Oversight	DNM
1b – Content	DNM	3c – Reporting	DNM
1c – SpEd Program	M	3d - Transparency	DNM
1d – ELL Program	M	3e – Staff Credentialing	DNM
2a – Financial Reporting	DNM	3f – Data Security	M
2b – GAAP	DNM	4a - Transportation	NA
2c Enrollment Variance	DNM	4b - Facilities	M
3a – Governance Compliance	DNM	5a – Leadership Compliance	DNM

Current Certificate Term Ratings				
Year	2018	2019	2020	2021
Ops	Honor	Honor	Remediation	Critical

M = Meets Standard
DNM = Does Not Meet Standard

Relevant Exhibits

Exhibit Q – IPCSC Investigation Final Letter
- noting that if any concerns remain at the time of renewal they would be considered in the renewal decision.

Related to Measure 2a – This measure requires compliance with all laws rules and regulations related to financial reporting.

Exhibit R - ACVS Compiled Investigation Documentation
- Page 100 **-** ACVS 2nd response to investigation received on 7/8/2020 stating that no bid had ever been engaged in for AfI services and no written disclosures by McLaren or Sandidge had ever been made, or were ever made after notification.

Exhibit S – ACVS Board Meeting Minutes 10/21/20
- noting McLaren's resignation.

Exhibit T – ACVS Board Meeting Minutes 12/09/21
- noting Sandidge's resignation.

Exhibit U – Screenshot from canyon county property ownership
- indicating Sandidge as owner of the Hemingway property in Caldwell.

Exhibit R– Articles of Incorporation for SMS Enterprises
- page 129 noting Kevin McLaren and Laura Sandidge as managers and members of the LLC.

Exhibit R– Lease Agreement between ACVS and SMS as of end of certificate term.
- Page 121 – Articles of Incorporation for AfI
- page 46 - Services Agreement between ACVS and AfI.
- page 110 – includes a list of expenditures that were identified by the IPCSC as potential issues in that the companies being paid were at the time and continue to be owned/operated by school employees and/or board directors. The pages following that list are the school's expenditure reports noting the corresponding expenditures.

Related to Measure 3a- the governing board failed to properly notice and post public meetings and failed to disclose conflicts of interests appropriately. (no meeting minutes evidence disclosure)

Exhibit V – Board meeting observation summary
- indicating concern with failure to properly post the agenda for this meeting.

Exhibit W – Compiled Emails between school and IPCSC staff
- Indicating that meeting notices and agendas may not have been properly posted.

Exhibit X - Email from Canyon County Prosecutor
- indicating his intent to investigate, but not pursue if criminal charges are not warranted.

Exhibit Y – Letter from the Canyon County Prosecutor's office noting no criminal charges brought in this matter.

Related to Measure 3b – the governing board failed to provide competent financial oversight in the area of finances (i.e. poor purchasing/procurement and failure to disclose conflict); in the area of academics (not ensuring that the school meets standards as required by IDAPA); and in the area of operations in not managing their school leader.

Exhibit R– The compiled documentation from the IPCSC's investigation addresses this governance failure in depth.

Relating to Measure 3c – Reporting

Exhibit Z– email from the SDE
- noting late reports that held up payments for the whole state in May of 2019 and indicating concern regarding the school leader's response to the matter.

Exhibit AA – notice of delinquent authorizer fee payment in March of 2019

Exhibit BB – notice of delinquent authorizer fee payment in March of 2021

Exhibit CC – Courtesy Letter
- noting leadership's failure to produce records at the authorizer's request

Related to Measure 3d – this measure evaluates compliance with transparency of public records including expenditure reports, including budget, contracts, policies, and reports, etc.

Exhibit DD – screenshots of website.

Related to Measure 3e – this measure requires compliance with staff credentialing.

Exhibit EE – email from SDE
- noting corrections to funding pending based on inaccurate certification reports.

Exhibit FF – email from SDE
- noting amount and timing of funding corrections due to certification reporting.

Related to Measure 5a – this measure requires the school's administration to act in compliance with all laws, rules, and regulations that apply.

Exhibit GG – Professional Standards Commission Stipulation
- Noting a required ethics course to be taken by the school's administrator

Systemic Issues

- Chronic
- Severe
- Direct Action
- Neglect

Indicators of Distress at ACVS

- Mismatched leadership competencies to context
- Lack of leadership development
- Breakdown in reporting and compliance functions
- Increased Teacher Turn-Over
- Board's inability to hold leadership accountable
- Inadequate capacity to govern

Identifying Indicators of Distress in Charter Schools – Part 1
U.S. Department of Education National Charter School Resource Center.
September 2020.

Relevant Exhibits

Exhibit HH – Identifying Indicators of Distress in Charter Schools – Part 1

- article published by the NCRSC regarding research funded by the US dept of ed in 2020.

Exhibit II – email from a former teacher at ACVS

- noting internal concerns regarding teacher turn over and nepotism.

Authorizing Best Practices

A Quality Authorizer...

- Makes Data-Driven Decisions
- Holds schools accountable to the terms of the contract and the measures of the framework.
- Makes renewal decisions based on past performance not promises of future results.
- Considers the difference between potential success and likelihood of success.

Principles and Standards of Quality Charter School Authorizing. National Association of Charter School Authorizers, 2018.

Relevant Exhibits

Exhibit JJ - Principles and Standards of Quality Charter School Authorizers

- as published by the National Association of Charter School Authorizers in 2018.

Cost of Operations 2020-2021

Base Support issued - $2,909,690.92
Facility Support issued - $327,548.39
Federal Distributions - $164,389.00
$3,401,628.31

Federal pandemic relief available to ACVS: $1.4M.

Including $187,731 earmarked for learning loss.

ACVS has claimed $0

FY 2021 Foundation Payments and Special Distributions as of July 15, 2021
Published by the State Department of Education

2020-2021 Final Federal Allocations
Published by the State Department of Education

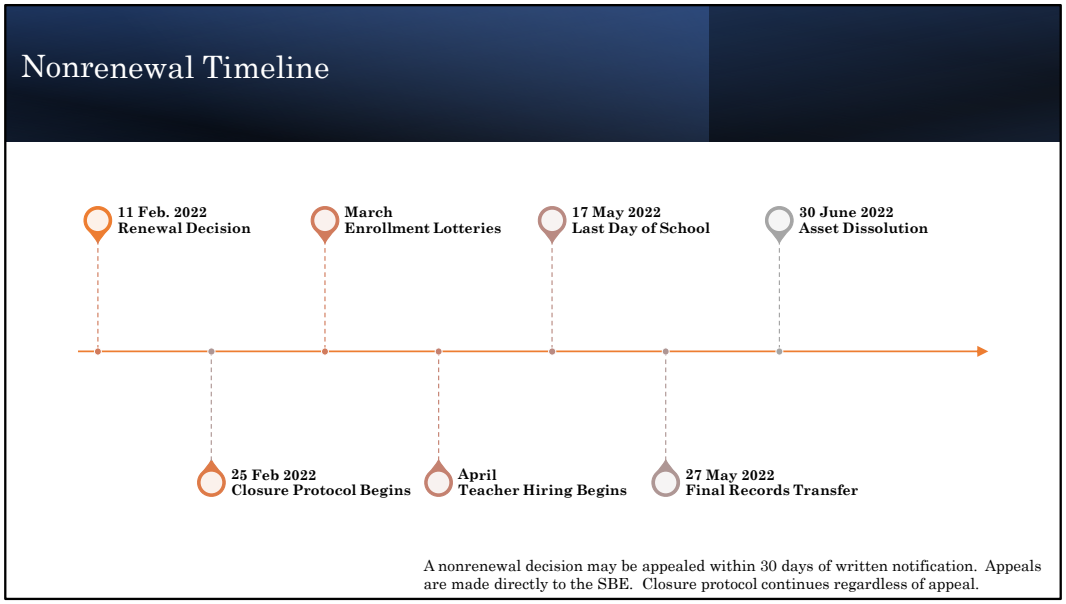
Pandemic Relief Funds Data Report
Published by the State Department of Education, retrieved on Jan. 25, 2022.

Relevant Exhibits

Exhibit KK – 2020-2021 Foundation Payments and Special Distributions as of July 15, 2021
- Published by the State Department of Education, available on the SDE's website

Exhibit LL – 2020-2021 Final Federal Allocations
- Published by the State Department of Education, available on the SDE's website

Exhibit MM – Pandemic Relief Funds Data Report
- Published by the State Department of Education, available on the SDE's website



Relevant Exhibits

Exhibit NN – Closure Protocol

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 N 8th St, Ste 242
Boise, ID 83720
pcsc@osbe.Idaho.gov / 208-332-1561

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 30th day of June 2017, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Another Choice Virtual Charter School, Incorporated (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on February 5, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; and

WHEREAS, the School's charter was renewed on February 7, 2017 for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix C.
B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows:
Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

i. Academic achievement,
ii. Development of social competence,
iii. Post-secondary preparedness,
iv. And the development and advancement of student's technological skills.

B. **Grades Served.** The School may serve students in kindergarten through twelfth grade.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.
- Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a

variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

i. Various online curriculums to provide core instruction.
ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the

event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. **Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. **Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 514 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

	Grades K-6	Grades 7-12	Total
2014-2015	115	265	380
2015-2016	133	305	438
2016-2017 & After	115	399	514

C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

D. **School Facilities.** 1014 W. Hemingway Blvd., Nampa, ID 83651 (Primary); 10114 W. Overland Rd., Boise, ID 83709 (Secondary); 704 Blaine St., Caldwell, ID 83605 (Secondary). The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. **Attendance Area.** The School's primary attendance area is as follows: Idaho Education District Three, Treasure Valley.

F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.

B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices

and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2017.

Alan Reed

Chairperson, Idaho Public Charter School Commission

John E Kelleher

Chairperson, Another Choice Virtual School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Performance Framework
Appendix C: Charter
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

2. ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not ACVS agrees to fulfill the specific conditions above, ACVS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Another Choice Virtual School
[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE	
The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.	
Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS	
Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.	
Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: I. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.		
School Location	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	**School Phone**	(208) 475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1st, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	**Enrollment (Actual)**	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	**State**	**Surrounding District**	**Neighboring District**
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

SCORECARD ACADEMIC YEAR

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

ACVS has opted out of including Mission Specific Goals.

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0
	1b	25	0
	1c	25	0
	1d	25	0
Financial Management & Oversight	2a	25	0
	2b	25	0
	2c	25	0
Governance & Reporting	3a	25	0
	3b	25	0
	3c	25	0
	3d	25	0
	3e	25	0
	3f	25	0
School Environment	4a	25	0
	4b	25	0
Additional Obligations	5a	25	0
Total Operational Points		400	0
% of Operational Points			0%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	0
	1b	50	0
	1c	50	0
	1d	50	0
Sustainability	2a	50	0
	2b	50	0
	2c	50	0
	2d	50	0
Total Financial Points		400	0
% of Financial Points			0%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

	INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.		0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.		0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON				
Measure 2a	**Do math (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.		0 - 14	0
				0
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

Measure 2b	**Do ELA (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.		0 - 14	0
				0
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth in math.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		0-12	0
				0
Notes				

Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth ELA	**Exceeds Standard:** At least 85% of students are making adequate academic growth in ELA.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		0-12	0
				0
Notes				

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
Measure 4a	**Are students making expected academic growth in math compared to their academic peers?**	**Result**	**Points Possible**	**Points Earned**
Norm-Referenced Growth Math	**Exceeds Standard:** The school's median student growth percentile in math falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.		13-25	0
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	**Are students making expected academic growth in English Language Arts compared to their academic peers?**	**Result**	**Points Possible**	**Points Earned**
Norm-Referenced Growth ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.		13-25	0
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	**Are students graduating from high school on time?**	**Result**	**Points Possible**	**Points Earned**
Four-Year Adjusted Cohort Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either:			
	a) had a four-year ACGR of 80% - 89% OR		100	
	b) had a four-year ACGR of at least 66% AND met its progress goal.			
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.			
Notes	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)			
	The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.			

OPERATIONAL

INDICATOR 1: EDUCACTIONAL PROGRAM				
Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.		25	
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0
Notes				

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.		25	
	Partially Meets **Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
Financial Reporting and Compliance				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2b	**Is the school following General Accepted Accounting Principles (GAAP)**	**Result**	**Points Possible**	**Points Earned**
GAAP				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2c	**Is the school successfully enrolling the projected number of students?**	**Result**	**Points Possible**	**Points Earned**
Enrollment Variance				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.		25	
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3b	**Is the board fulfilling its oversight obligations?**	**Result**	**Points Possible**	**Points Earned**
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				0
Notes				

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

INDICATOR 4: SCHOOL ENVIRONMENT

Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				0
Notes				

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				0
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM

		Result	Points Possible	Points Earned
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**			
Current Ratio				
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Current Ratio: Cash divided by Current Liabilities**			
Cash Ratio				
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).		50	
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1c	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**			
Unrestricted Days Cash				
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 1d	**Default**			
Unrestricted Days Cash				
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.		50	
	Does Not Meet: School is in default of financial obligations.		0	
				0
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY

		Result	Points Possible	Points Earned
Measure 2a	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**			
Total Margin and Aggregated 3-Year Total Margin	**Meets Standard:** Aggregated 3-yar Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the*		50	
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 2b	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
Debt to Asset Ratio				
	Meets Standard: Debt to Asset Ratio is less than 0.9.		50	
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 2c	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**			
Cash Flow				
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.		50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				0
Notes				

		Result	Points Possible	Points Earned
Measure 2d	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				0
Notes				

Appendix C: Charter

Another Choice Virtual Charter School

Petition for a Charter for School Year Starting 2010-2011

Submitted to the Idaho Department of Education
on July 11, 2008

Submitted to the Idaho Public Charter School Commission
August 2008

Amendment Submitted to the Idaho Public Charter School Commission
February 2014

Attendance Area: Statewide

Physical Location: Nampa, Idaho

Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Contact Person:
Laura Sandidge or Kelsey Williams
Phone: 475-4255
FAX: 475-4274

Executive Summary:

In discussions with families and educators of individuals with and without disabilities, it became clear to the founding leaders of Another Choice Virtual Charter School that Idaho, and the Treasure Valley specifically, needs a charter school built on academic achievement, the development of social competence, and connections to the community with a primary focus of having individuals with disabilities as full and active members of their school and community. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the individuals and the community they reside in to meet the needs of all students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic decision-making that often does not have the best interest in mind for individuals with, and or without, disabilities. Another Choice Virtual Charter School means to capitalize on building upon the strengths of each of their students by proposing a school design that will meet the mission's goals of high academic achievement, social competence, and strong connections to community resources for all students. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools as well as the current research in best practice for education of all children.

Another Choice Virtual Charter School will offer all grades, kindergarten through senior high. Every effort will be made to offer preschool as well. Another Choice Virtual Charter School is a public charter that is based on ethical and morally sound standards. Idaho State standards have been accepted as our educational guidelines for verification of student academic success. The Department of Education in Idaho has six accepted regions that make up the state educational boundaries. Another Choice Virtual Charter School primary attendance area will initially fall within the full scope of the Treasure Valley or educational region three. After one year of successful operation within the Treasure Valley, the Another Choice Virtual Charter School Board will make a decision to expand the school attendance zone by up to two regions per year if deemed appropriate

by the Commission. All expansions will be brought forth to the Commission prior to implementation. Therefore, Another Choice Virtual Charter School could be state wide within four years of initial operation.

When a sample of four charter schools and four public schools in Idaho Education district three were reviewed it was found that on average the percentage of special education population for non charter public schools was approximately 12%; when looking at the sample of four public charter schools the average percentage of the special education population was exactly half that, or 6%. This was found to be unacceptable to the founding leaders of Another Choice Virtual Charter School. Our vision is to have all students represented in a manner more consistent with the general American population. According to the 2000 Census 29% of the families living in America have some form of a disability represented within their membership. Another Choice Virtual Charter School would minimally want to reflect that level of appropriate representation (Disability and American Families 2000 found at http://www.census.gov/prod/2005pubs/censr-23.pdf).

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Tab One

Organization

Articles of Incorporation and By-Laws of Another Choice Virtual Charter School, Inc.

See Appendix One.

Signature of Qualified Electors

See Appendix One.

Vision and Mission Statement

Our Vision:

Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

Our Mission:

Another Choice Virtual Charter School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially.

Tab 2

Proposed Operations and Potential Effects

PROPOSED OPERATION Ref. Idaho Code 33-5205 (4)
NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through Another Choice Virtual School's, ACVS's, Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the ACVS Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal
An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal
If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the

complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. ACVS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board
Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

Another Choice Virtual Charter School does not deny parents the right to complain directly and immediately to the State Department of Education regarding a special education concern.

I. Proposed Operation

A. Organization

Another Choice Virtual Charter School Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act meeting Section 501(c)(3) of the

Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Corporation was organized to support Another Choice Virtual Charter School. The Articles of Incorporation for Another Choice Virtual Charter School, Inc. were originally filed with the Secretary of the State of Idaho on October 14, 2008 and were fully approved on November 5, 2008. The Employer Identification Number is 26-3533892. An organizing group of founders have written the initial petition for the Charter for ACVS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the ACVS Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS to the ACVS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS. This group will remain as advisors to the Board for three years.

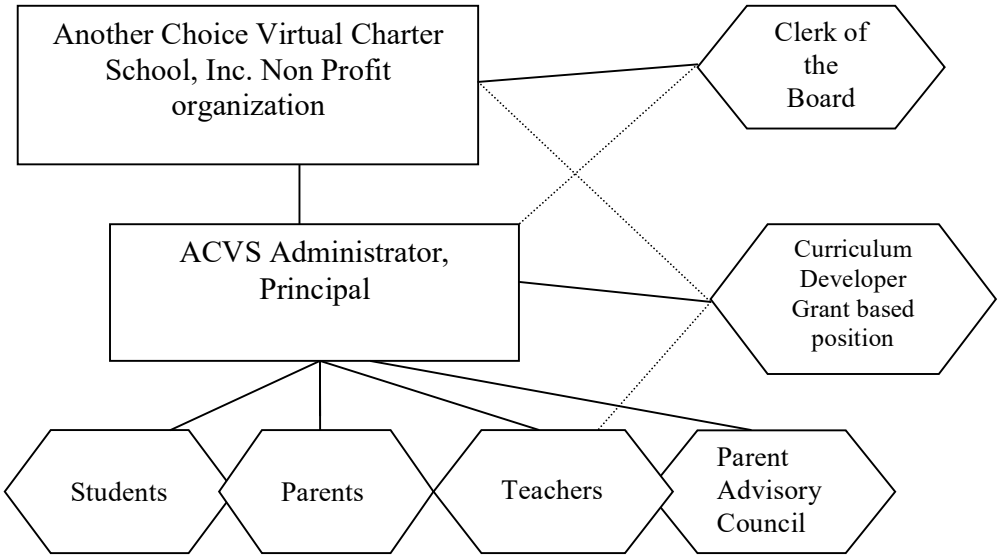
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998," (I.C. 33-5204). The Governing Body will adhere to the Another Choice Virtual Charter School Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control ACVS. The Board has all the power and duties afforded to a board of directors. ACVS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

ACVS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act,* as outlined in Another Choice Virtual Charter School

Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Tab 2, Table 1



The flow chart above includes, but is not limited to, the following details:

1. The ACVS Board, hereafter known as the Board, will have the full power and duty to manage and oversee the operation of the Corporation's ACVS business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Advisory Council (PAC) of ACVS may provide consultation to the Principal/Designee regarding ongoing plans for the school. (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for the rights of ACVS students.)
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and the ACVS community.

6. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring all teachers.
7. The Principal supervises, directly or indirectly, all employees of ACVS, with the exception of the Clerk of the Board.
8. The administrative staff's primary functions will be management of ACVS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:

a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;

b. provide effective and responsive communication with staff, students, parents, and other citizens; and

c. foster staff initiative and rapport.

9. ACVS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

Primary Attendance Area

Another Choice Virtual Charter School (ACVS) plans to open in the fall of 2010 with grades kindergarten through senior high. Residents of Idaho Education District Three, known as the Treasure Valley, will be the primary attendance area during the first year of operation. Ultimately, the State of Idaho will be the primary attendance area.

School Size

ACVS will begin relatively small with a maximum cap of approximately 230 students, for the first year.

II. Facilities

"Virtual school" means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via

the internet in a distributed environment across more than one primary attendance area. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. ACVS will meet this definition of a virtual school as set forth in Idaho Code § 33-5205. Tab 9 of this charter will provide further information specific to virtual schools as set forth in Idaho Code § 33-5205. In spite of ACVS being a virtual school, the Board recognizes the importance the physical plant plays in enhancing the instructional program on occasion. The goal of ACVS is to provide a facility when needed in a convenient location that will both ensure the safety and enhance the education of our students, more than one site may be necessary in order to fully address the student population as the school grows. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of ACVS, or its affiliated partner locations. ACVS's Board has finished negotiations with a local organization that will provide a physical location when and if needed. We have three Letters of Intent to utilize existing buildings and/or other facilities sufficient for our needs (See Appendix Two). We look forward to a long and innovative relationship with our community partners.

Currently, ACVS will have their offices at 958 Corporate Lane, Nampa, Idaho. This is a secured location with a written contract documented in Appendix Six. This location provides minimal office space and a small computer lab location. Our goal will be to move into a new building, which would hold offices, a large computer lab, and a library for our students. These offices would be on the corner of Middleton and Roosevelt Avenues in Nampa. ACVS has a community partner that is interested in leasing to us. They have purchased that property and have secured building permits as well as blue prints for the building.

A. Operation and Maintenance of Charter School Facilities

ACVS seeks to maintain and operate facilities in a safe and healthful condition. The operation of ACVS's facilities will be the responsibility of the Principal/Designee. The

Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain ACVS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. If necessary budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

III. Administrative Services: Ref. Idaho Code 33-5205 (4)

A. Instructional Organization

1. *School Fiscal Year* - The fiscal year of the school is from July 1 to June 30.

2. *School Calendar* - The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year begins during the last week of August and dismissal will occur before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

3. *Holidays/Commemorative Day* - School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

4. *Instructional Hours* - The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades Hours

K	450
1 through 3	810
4 through 8	900
9 through 12	990

5. *PIR Days* - Not more than twenty-two (22) hours may be utilized for in-service teacher activities. ACVS is considering school wide in-service and/or teacher collaboration time on Friday afternoons from 1:00 to 3:00 p.m. for the purpose of ensuring our teachers are fully trained to meet the goals and objectives of ACVS and consequently our student population.

6. *Records Management* - The Clerk of the Board will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and ACVS policy.

7. Non-Instructional Operations - Contractor License, Surety Bonds, and Insurance*:* The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom ACVS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. If applicable, before any contract is awarded to any person, such person

will furnish to ACVS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of ACVS; and

b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

IV. Potential Civil Liability

ACVS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and ACVS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than $1,000,000 per person, $5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name ACVS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and ACVS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of ACVS, except as may be provided in the Charter. ACVS will operate its business in conformance with all local, state and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

V. Potential Affects

The opening of ACVS will have minimal adverse affects on our community. ACVS will be a small school. Therefore, it is not expected to take a significant number of students away from other public schools within our community. Additionally, not all students would benefit from our model.

The opening of ACVS has the potential to affect the community in a positive way. ACVS can serve as a model of service delivery for other public schools, both virtual and bricks and mortar. Additionally, students with special needs are under served in the charter school community. We feel we will be a viable choice for many families and charter schools. We intend to work in a collaborative manner with other charter and non charter schools.

TAB 3: EDUCATIONAL PROGRAMS AND GOAL

Educational Programs

A school day for individuals attending Another Choice Virtual Charter School will look very similar to any other public school. Students will be required to attend school and to advance in their learning. Idaho state standards will guide the curriculum choices. The curriculum packages that have been selected are aligned with Idaho state standards. Teachers will have classrooms assignments, caseloads and office hours as any other school would. They will be responsible to meet the needs of all students and to assist parents in being an active part of their child's learning. General education teachers and special education teachers will work collaboratively to assist all students. Students attending ACVS will be held accountable for assignments and attendance as they would be in any other public school.

However, there will be significant differences as well. In ACVS learning is personalized and continually visible for all students. Parents will be an active part of their student's education, but will not feel as if it is their responsibility to be the teacher. Certified teachers will be making the lesson plans and accommodations in a collaborative manner as necessary. The general education teacher to student ratio will be approximately 40 to one during the first year of operation. Students with special needs will additionally have a certified special education teacher working with them which will significantly reduce the teacher student ratio in those situations. While the lesson plans and corresponding activities will be developed and implemented by certified teachers they will be delivered via the Blackboard School Central™ learning management platform. This system will allow students to take advantage of a variety of technologies that can facilitate learning. Students will have the capacity to start and stop their school day in a more flexible manner which will allow them to maximize their learning potential. Assistive Technology will not be for just some students, it will be for all. Social skill and language development will be a priority for all. Our hope is to make ACVS a model school that will allow students to excel in their academics as well as in their social skills and civic responsibility which will in turn make well rounded and well grounded citizens.

With that goal in mind the curriculum choice was of paramount concern. It is required by federal law that individuals qualifying for special education have individually designed instruction based on the general education curriculum, which is guided by state standards or set grade level learning expectations. It is very important to the Board that the curriculum be able to engage all levels and ages of the student body. This is complicated within the virtual format. Therefore, it was determined that a mixture of cohesive curriculums aligned with Idaho state standards would be required. ACVS will use the following research based curriculums:

Waterford Early Learning™, developed by Pearson Digital Learning;
Success Maker™, developed by Pearson Digital Learning;
ELLis Academic™, developed by Pearson Digital Learning; and
Nova Net Curriculum™, developed by Pearson Digital Learning.

All of these programs work seamlessly across all grade and ability levels, K through 12 using the BlackBoard learning management platform. Students with Limited English Proficiency can also utilize these programs. The curriculum can be adapted easily at the objective level for all grades which allows for the luxury of providing enrichment and accommodations if needed with minimal teacher assistance. The programs themselves are able to monitor student performance with dynamic data sequencer technology which allows for built in remediation and reintroduction if needed. The programs will initiate cumulative review of curriculum for retention of material as well as progress students on to the next level of learning if they are ready. These programs also connect with assistive technology as needed.

During the first year of operation the majority of students will be elementary age, therefore the majority of teachers will be elementary teachers. However, ACVS will have a small secondary program which will require the hiring of highly qualified core area secondary teachers that will use the NovaNet™ curriculum, an easily accessible curriculum for students through the twelfth grade. During the first year of operation it is not expected that ACVS will be hiring full time secondary teachers. The Idaho Department of Education allows Idaho teachers to teach up to a 1.33 FTE when the

teaching is combined with a virtual format. This provides both our students and secondary teachers with a great opportunity. Students can benefit from highly qualified secondary teachers that are very knowledgeable in their core subject while teachers can experience teaching within the virtual format for their desired core area while maintaining another full time position at another school if desired.

I. Educational Programs and Services

ACVS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school environment infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others. Styles and rates of learning are thoroughly taken into account on every level, yet expectations for achievements are not compromised. ACVS promotes a positive and supportive learning environment continually, therefore, when there is low threat of physical and/or emotional harm, and academic content is highly engaging and challenging for all, accelerated learning will take place for all students!

II. Educational Thoroughness Standards

ACVS will achieve the Thoroughness Standards (as defined in § 33-1612, Idaho Code) through its basic and expanded curriculum offerings, which include character education, social skill development, and community, school, and family service projects.

A. Standard A: A safe environment conducive to learning is provided.

Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat

of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student's innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.

Objectives. ACVS will regardless of setting location:

a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff.

b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

c. Create an environment that encourages parents and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.

d. Develop a staff/student handbook to provide rules and guidelines for on-line and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

Goal. Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with

students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

Objectives. ACVS will:

a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.

b. Teach appropriate behaviors and foster responsible decision-making skills by using Ron Clark's "Essential 55," "Excellent 11" and "Great Expectations"; "The Daily Five: Fostering Literacy Independence in the Elementary Grades" by Gail Boushey and Joan Moser; "Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)" by Rita-Marie Conrad and J. Ana Donaldson; and "The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism" by Temple Grandin, and Sean Barron.

c. Establish and maintain rules to be used consistently throughout the learning environment.

C. Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal. Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives. ACVS will:

a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on empathy and kindness. The student will have a variety of

opportunities for social interaction both on line and through community service projects.

b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D: The skills necessary to communicate effectively are taught.

Goal. Teach students a range of effective verbal and nonverbal communication skills.

Objectives. ACVS will:

a. Emphasize meaningful language and social interaction experiences. This will be measured through weekly evaluations.

b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.

c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.

d. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.

e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.

E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

Goal. Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21st century has the following characteristics:

a. Understands that learning is personally driven and publicly demonstrated.

b. Can use a variety of technologies to promote, maintain, and advance learning.

c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.

d. Have a positive and interdisciplinary view towards learning.

Objectives. ACVS will:

a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods.

b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.

c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.

d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.)

F. Standard F: The skills necessary for the students to enter the workforce are taught.

Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. Vocational education opportunities will be available and required by students in grades higher than 9th grade.

Objectives. ACVS will:

a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills.

b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment.

b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

G. Standard G: The students are introduced to current technology.

Goal. Provide students with basic skills in technology; by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources, students learn how to access current technology and apply that learning in a variety of situations.

Objectives. ACVS will:

a. Provide a strong foundation in technology skills by using a virtual format to deliver education.

b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications.

A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team's responsibility is to develop a plan for integrating technology into the school based on the school's educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated.

c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

d. Professional development and support for staff will be provided on an ongoing basis.

e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

H. Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Goal. Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.

Objectives. ACVS will:

a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities.

b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government.

III. Educated Person

A. Definition of an "Educated Person"

ACVS has determined that an educated person in the 21st century has the following characteristics:

a. Understands that learning is personally driven and publicly demonstrated.

b. Can use a variety of technologies to promote, maintain, and advance learning.

c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.

d. Have a positive and interdisciplinary view towards learning.

ACVS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks or grade levels. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language. ACVS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

- Foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline;
- Develop an awareness of and appreciation for cultural and learning diversity;
- Stimulate intellectual curiosity and growth;
- Provide fundamental career concepts and skills;
- Help the student develop sensitivity and empathy to the needs and values of others and respect for individual and group differences;
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
- Develop the fundamental skills which will provide a basis for lifelong learning; and
- Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

The teacher will work with the multiple learning styles of their students by using interactive and multi-media content. Blackboard School Central™ will be used, which is

a fully-hosted and secure learning platform. If appropriate, the student will initially receive a nationally normed placement test called the BASI, Basic Achievement Skills Inventory. This 2.5 hour computer provided test, along with measuring annual progress, will assist the teacher to determine educational placement. The teacher, with the full support of the curriculum and the curriculum coordinator, will create assignments, projects and assessments that are aligned with Idaho standards and congruent with the student's way of learning. If the student qualifies for special education services, the special education teacher will also be a part of this process. The teacher will utilize synchronous and asynchronous tools specifically through Wimba's Collaboration Suite Express which provides instant messaging, virtual classrooms, blogs and discussion boards. Teachers will be able to provide lessons that are digitally recorded, with both audio and synchronized visuals. Teachers will use observational data, such as traditional grading mechanisms and tracking data via e-mail and log in's. They will also have access to Blackboard Grade Center™ which assists teachers to create assignments and assessments with the capacity for instant feedback. Assignments have the potential to be automatically graded and recorded in the integrated Grade Center. Parents can greatly benefit by being provided with a parent login that will provide access, in real-time, to their student's grades, assignments, tasks, and upcoming tests, making them a vital part of their student's education.

Teachers will receive in-service training on the curriculum prior to school beginning. Additionally, they will continually develop their skills in both teaching and on-line teaching through a variety of in-service opportunities. ACVS has a relationship with two community partners Northwest Nazarene University, NNU and Boise State University, BSU. Both universities are interested and able to provide all our teachers with a variety of course work that will develop their capacity to provide on-line instruction. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student

population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

IV. Curricular Emphasis

A. How Learning Best Occurs

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals, and the support required in order to reach those goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors, advocates, and/or learning coaches as needed;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The curriculum coordinator will be responsible to ensure a variety of quality curriculums are made available for all ACVS students. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new curriculum or textbooks as well as courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with ACVS's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. ACVS will ensure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

C. Remediation

ACVS will comply with the requirements of IDEA and Section 504. Evaluation of progress assessment data could prompt additional help that could include remediation, tutoring, and/or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
2. Not reaching grade level on state adopted standardized tests;
3. Reading below grade level as determined by IRI in grades K through 3—teachers will use multiple sources of data such as the BASI, classroom grades, fluency checks, comprehension checks, and/or other computerized programs to determine a student's reading level; and/or
4. Failure to do math at grade level as determined by the BASI or other program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at ACVS will be reviewed and approved by ACVS's Board.

1. *Ron Clark's, "Essential 55"*

ACVS will utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of

the work load; and working cooperatively with others to reach group consensus. ACVS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

ACVS will utilize *Great Expectations*, which is a professional development program that:

a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere; creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement;

b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement**;** and

c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. ACVS will utilize the following books and programs "The Daily Five: Fostering Literacy Independence in the Elementary Grades;" "Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series);" "Core Knowledge® Sequence materials;" and "The Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism," in their professional development program to:

a. provide teachers and administrators with the skills needed to deliver appropriate educational services to diverse learners in an on-line format.

b. create an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation, all of which result in improved academic achievement**;** and

c. to ensure the belief that all students can learn, no matter what labels have been placed on them is continually addressed.

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, global perspectives, and sociology.

ACVS may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks. The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension. Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

ACVS students will be required to meet established academic standards and graduation requirements adopted by the Board. The Board will establish and/or approve grading procedures for students enrolled in supplementary (such as Idaho Digital Learning Academy) programs and other public school dual enrollments as well.

ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language capacity will be gaining growth so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Elementary School (Grades 1-8)*

a. Other required instruction for all students and other required offerings include:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

b. Additional instructional options as determined by ACVS include:

Foreign Language (Spanish)

Keyboarding

2. *High School Curriculum and Focus (Grades 9-12)*

a. The high school curriculum is composed of required classes and elective classes. All students take required academic and non-academic classes as well as a variety of elective classes which will include vocational placements.

b. Required Classes

i. Freshman Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

ii. Freshman Elective Courses will be offered

iii. Sophomore Required Core Courses General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

iv. Sophomore Elective Courses will be offered

v. Junior-Senior Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English 101 and 102

Algebra and Higher level Math as needed for the student

American National Government

Economics 201-202

Concepts of Biology

vi. General Education Credits 29

Communication.....1

English 8

Mathematics.....6

Social Science 5

Vocational Studies 6

Total Credit Hours Required,……..... 46-55

ACVS recognizes students will need to be given the necessary instructional time and accommodations in order to achieve this standard.

H. Alternative Credit Options will be outlined in the student handbook.

I. Graduation Minimum Requirements (IDAPA 08.02.03 105, 106, 107)

a. For specific graduation requirements see the student handbook.

b. GPA of 75% on a 100% scale to receive an academic diploma.

c. 5 of the 17 required elective credits must be vocational in nature.

d. Provision of educational programs and services such as HIV/AIDS education, family life/sex education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

V. Special or Alternative Programs

Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA)

While the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA) all have different definitions of disability and all three have different purposes and guidelines, ACVS will ensure that all three federal statutes are adhered to as it pertains to ACVS student body and staff. ACVS designs their academic programs based on student strengths in order to ensure that an optimal learning environment is ensured for all students. ACVS provides a Special Education Program in full accordance with federal and state regulations and guidelines. ACVS will adopt the Idaho Special Education Manual from the State Department of Education The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer.

ACVS will ensure that students who meet the definition of disability as outlined within the Educational Law of IDEA are identified, evaluated and provided with appropriate educational services, including related services, assistive technology, and Extended School Year, in the least restrictive environment possible to ensure attainment of all their goals. For those students who need or are believed to need special instruction and/or related services under IDEA, ACVS will establish and implement, prior to student enrollment, a system of procedural safeguards. The safeguards will cover students' identification, evaluation, meeting protocol, development of educational goals if necessary, placement, and continued program development as necessary. This system will fully comply with all IDEA regulations.

ACVS will ensure that students and or staff who meet the definition of disability as outlined within the Civil Rights Law of Section 504 and/or ADA will receive the accommodations they need in order to be successful in their endeavors. Prior to the first day of school an ACVS policy will be clarified that delineates what constitutes a 504 accommodation and who would be eligible.

Eligibility

ACVS will provide a free and appropriate public education (FAPE) to qualified students who have meet the definition of a disability as outlined in the Idaho Special Education Manual 2007, chapter four. A free and appropriate public education will consist of regular and/or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. "Qualified students with a disability" for whom ACVS will provide these services are students with a disability who are: between the ages of three through the end of the first semester in which they turn twenty-one; or of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to develop and monitor Individual Education Plans (IEPs) and supervise the implementation as written in a collaborative manner with the general education teachers. Current IEP's may be accepted from another school; however modifications may be required to adjust to the virtual environment of ACVS. The special education teacher, and/or learning coach under his/her supervision, will provide services as determined through the IEP Team meeting. The special education teacher and general education staff will collaborate fully in order to ensure a successful educational experience for all students.

Students protected under either IDEA, Section 504, and/or ADA will be determined to meet the definition of disability by the federal law they seek protection under.

Evaluation

ACVS will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection,

administration, or interpretation of evaluation materials. ACVS will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by ACVS include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

ACVS will adopt the Idaho Special Education Manual. All forms used by ACVS will comply with, if not fully replicate, State forms.

Pursuant to Section 504 regulations, ACVS will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration either the duration or expected duration, of the impairment and the extent to which it actually limits a major life activity of the student.

All evaluations, whether actually administering the evaluation or gathering specific information will be done without discrimination or bias, presumptions, and/or stereotypes regarding persons with disabilities or classes of such persons. If parents disagree with the determination, a request for a due process hearing may be made.

Impartial Due Process Hearing

If there is a dispute between the parent of a student who qualifies under IDEA and ACVS with respect to: (1) the identification of the student as qualifying for IDEA; (2) evaluation

of the student; and/or (3) the educational placement of the student; and/or (4) IEP implementation concerning the child, the individual is entitled to certain procedural safeguards. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 13 of the Idaho Special Education Manual 2007) in regards to these disputes. The student will remain in his/her current placement until the matter has been resolved through the process set forth.

If the parent of a student who qualifies under Section 504, or ADA for accommodations disagrees with a decision of ACVS with respect to: (1) the identification of the student; (2) the obtaining of evaluations of the student; and/or (3) the determined accommodations set forth for the student, the individual and/or their parents will resolve the issue through the following process.

a. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with ACVS.

b. The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer. That individual will make every effort to resolve the conflict at that level.

c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same by the appointed Compliance Officer. If it is determined that the designated Compliance Officer is not appropriate to serve as the monitor of the proceedings a Hearing Officer will be assigned.

d. Within ten (10) days of receipt of a written request for an impartial due process hearing, ACVS will provide the parent and all other interested parties with notice of the person selected.

e. Within five (5) days of ACVS's selection of a Hearing Officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the

issues to be heard and stipulate to undisputed facts to narrow the contested factual issues.

f. The Compliance Officer will in writing notify all parties of the date, time and location of the due process hearing.

g. At the hearing, ACVS and the parent may be represented by counsel.

h. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. ACVS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The Hearing Officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the Hearing Officer will close the hearing. The Hearing Officer may request that both parties submit proposed findings of fact, conclusions and decision.

i. Within twenty (20) days of the hearing, the Hearing Officer should issue a written report of his/her decision to the parties.

Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

Grading Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 7 of the Idaho Special Education Manual 2007) in regards to grading. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of Idaho Special Education Manual:

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

Disciplinary Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. However, ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 12 of the Idaho Special Education Manual 2007) in regards to discipline.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "…those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students. By law, ACVS is required to provide for special instructional needs of gifted and talented students enrolled in ACVS. The Board, in conjunction with the Principal and staff, will develop the State required plan for ACVS's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. ACVS's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years. The Board designates the Principal or his/her designee to be responsible for development, supervision and implementation of ACVS's

gifted and talented program. Such program will include, but not be limited to, the following:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Development of a continuum of services, ranging from general enrichment, to curriculum differentiation, to acceleration, is recommended by the National Research Center on the Gifted and Talented for challenging gifted and talented students. Additionally, there are a variety of methods for meeting the educational needs of gifted students. Acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping, and differentiated instruction are some of the options. ACVS will review all of those options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited-English Proficiency (LEP) Program

ACVS anticipates an initial enrollment ranging from 100-200 students. ACVS attendance zone is education region 3, or the Treasure Valley, within the Treasure Valley the most prevalent ethnic group are individuals of Hispanic or Latino origin, based upon the 2006 Idaho Census. This population does not have a consistent representation throughout the Treasure Valley, for example, according to the census; individuals of Hispanic or Latino origin constitute 9% of the general population in Idaho, in Canyon County that percentage increases to 21%, while in Boise the percentage reduces to 4.5%. With those statistics in mind it could be feasible that ACVS could anticipate Limited-English Proficient (LEP) students could make up 10-20% of our total enrollment.
In accordance with the Board's philosophy to provide a quality educational program to all students, ACVS will provide an appropriately planned instructional program for

identified students whose dominant language is not English. ACVS has specifically made choices on our curriculum, particularly with ELLis Academic, for individuals with limited English proficiency. The purpose of ACVS LEP program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. ACVS will maintain an effective means of outreach to encourage parental involvement in the education of their students. The BlackBoard School Central learning platform can convert to a variety of languages. This will be accomplished at the beginning of each school year. ACVS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP Program

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures

ACVS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

A. Program goals - Students whose dominant language is not English should be enrolled in ACVS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of ACVS. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a learning coach.

B. Student Enrollment Procedures - ACVS will establish the following procedure for identifying students whose language is not English.

1. ACVS will have registration cards for every new student that includes at least the question:
What is the primary language spoken in the home?
2. If a response is any language other than English, ACVS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction," based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.
C. Assessment Procedures for Program Entrance and Measurement of Progress
1. ACVS's testing coordinator will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering the Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable ACVS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.

4. ACVS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.
5. ACVS's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to ACVS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. ACVS's testing coordinator will administer the IELA each spring (approximately February through April).
8. ACVS plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning
Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning
Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with

simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures). The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him. The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

D. Exit from LEP Program - ACVS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the "Basic" level; OR

3. Demonstrate access to mainstream content curriculum in one of the following ways:

   a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or

   b. Secondary: Core content area GPA (non-modified) of 2.0; or

   c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, ACVS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

E. Return to LEP Program - In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. ACVS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. ACVS's testing coordinator will recommend that these students be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will be:

a. classroom teacher observations

b. classroom or unit assessments

c. student work

d. other statewide assessments

e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, ACVS's testing coordinator will make sure all documentation is placed in the student's cumulative file.

3. ACVS's reclassification form for the student file might include, but may not be limited to the following:

a. Date

b. Student name

c. Student ID number

d. Student LEP number

e. Original entry date into the LEP program

f. Exit date of original LEP program

g. Total previous years in the (an) LEP Program prior to exiting

h. Criteria for originally exiting the LEP program

i. Reason for placing the student back into the LEP program

j. Signature of LEP Coordinator

k. Signature of Principal

l. Copy of notification letter sent to parents

4. ACVS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. ACVS will track the exact number of years (total) that a student has been in an LEP program.

LEP Instructional Program, Educational Approach, and Classroom Accommodation

A. ACVS will use of the "sheltered English instruction" as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.

B. ACVS feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.

C. The following are examples of some of the methods teachers will employ:

1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
3. Interactive lectures with frequent comprehension checks.
4. Cooperative learning strategies (Kagan, 1985).
5. Focus on central concepts rather than on details by using a thematic approach.
6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher's aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

1. Teachers will be given instruction on use of the SIOP model, including the following components:

    a. Component 1: Lesson Preparation
    b. Component 2: Building Background
    c. Component 3: Comprehensible Input
    d. Component 4: Strategies
    e. Component 5: Interaction
    f. Component 6: Practice/Application

g. Component 7: Lesson Delivery

h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. Understand the subject matter deeply and flexibly.

2. Know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.

3. Know about curriculum resources and technologies.

4. Know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.

5. Be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a direct pullout program if needed, in which the student is temporarily removed from the educational environment for specialized attention. The program will be run by an appropriately qualified aide.

2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.

3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is

recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

Staffing and Professional Development

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All learning coaches or paraprofessionals who work with LEP students will preferably have experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, ACVS will promote using the model in all classes and all lessons.

Equal Access to Other School District Programs

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).

a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.

b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency

calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.
Rules Governing Thoroughness 08-02-03-0502.111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.
2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

Parent and Community Involvement

ACVS will communicate in writing with all parents.
A. Notification of Placement and Parental Rights
1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.
2. The following information should be included in the Notification of Placement:

a. The reasons for the identification, which may include results from proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.

b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.

c. Methods of instruction used in the program in which the LEP student is or will be participating in.

d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.

e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.

f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.

h. How the program meets the objectives of the individualized education program of a child with a disability.

i. Information pertaining to parental rights that include written guidance on:

i. the right that parents have to have their child immediately removed from the program upon their request;

ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;

iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

3. Open meetings will be conducted throughout the year with appropriate interpreters present.

Program Evaluation, Review, and Improvement

ACVS will evaluate the success of the LEP Program to ensure student success.

A. Using Data to Drive Decision Making for LEP Programs Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the "data". Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:

a. Race/ethnicity

b. Gender

c. Migrant, Immigrant or Refugee status

d. Free or reduced lunch

e. Individualized Education Plan (IEP) for special education

f. Gifted

g. LEP Program of service

h. 1st year in a U.S. school (LEP1)

i. LEP on 2 year monitoring status (LEPX1 or LEPX2)

j. English language proficiency assessment data (IELA)

k. Academic achievement data

i. Classroom grades

ii. ISAT, IRI, DWA, DMA

2. ACVS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.

3. ACVS will use the following grading procedures for students participating in LEP programs:

a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

b. ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

c. Graduation requirements (See Tab 3,)

4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

VI. Plan for Dual Enrollment Participation

Students enrolled in ACVS will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options

will be subject to district procedures as allowed in Idaho Code 33-203 (1). Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

Measurement of Student Progress

In all program areas and at all levels, ACVS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate academic skills; the development of communication, critical thinking and reasoning; and the development of social competence. ACVS will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing observation and evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish ACVS's goal for all students to meet, at a minimum, the standards established by the state.

I. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)
ACVS's goal is to accomplish these educational standards annually:
Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

II. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

ACVS will measure goal one by:

1. 50% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
2. 50% of students in grades 5, 7, & 9 will receive a score of proficient or better as measured by the Idaho Direct Writing Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
3. 50% of grade 4, 6, and 8 students will receive a score of proficient or better as measured by the Idaho Direct Mathematics Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data

provided by the Idaho Department of Education and comparing it to our expected student population.

4. 50% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT). This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.

5. 75% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When ACVS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations and established accommodations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

ACVS will measure goal two by:

1. Our students will demonstrate a 30% growth rate in reading and math skills through board approved portfolio assessment procedures after a period of two consecutive academic years at ACVS.

2. Our students will reflect continuous social and behavioral skills improvement and growth in skills by using the combined assessment tools of Social Skills Rating System® and the Social Skills Improvement System®. These tools will provide a nationally standardized series of questionnaires that addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills. Individual growth in social and behavioral skills will be

documented and evidenced by standardized scores annually. School wide growth will be assessed and documented through the overall group standard score which can be broken down by grade, age, and gender.

3. Our students will produce work that depicts academic growth that is acquired, integrated, extended, refined and utilized meaningfully as measured by required State DWA, DMA, IRI, and ISAT assessments.

4. Our students will reflect positive growth on the parent surveys done yearly on the parent's perception of their student's attitudes and habits toward, but not limited to, work ethic, honesty, empathy, taking responsibility, self-confidence, knowledge, etc.

5. Our students will reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

ACVS will measure goal three by:

1. Completion/progress monitoring benchmarks are:

    a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

    b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

    c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the career portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

ACVS will measure goal four by:

1. Completion/progress monitoring benchmarks are:

    a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.

    b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

ACVS will measure goal five by:

The student will participate in the ACT and SAT tests, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

ACVS will measure goal six by:

Seventy-five percent (75%) of students in attendance at ACVS will be expected to improve their personal scores in all aspects of the following assessments:

Direct Writing Assessment (State), Grades 5, 7, & 9

Direct Math Assessment (State), Grades 4, 6, & 8

Idaho Reading Assessment, Grades K– 3

ACT – 11, 12

SAT- 10-12

ISAT assessment, Grades 3-10

III. Standardized Testing

A. Statewide Assessments

The students at ACVS will be evaluated using the same standardized tests as other Idaho public school students and will follow guidelines as established by the Idaho State Board of Education. Assessments will reflect current Idaho State Board of Education guidelines as determined annually. Students who qualify for special education services will be included in all statewide and district wide assessments as required by law.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the ACVS Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school testing coordinator who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between ACVS, state, and national averages

D. Annual Reports will be submitted to our Authorizing Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or ACVS developed criteria.

IV. Accreditation: Ref. Idaho Code 33-5205 (3) (e)

A. State Accreditation of Charter School

ACVS will be accredited through the Northwest Association of Accredited Schools as the State of Idaho has determined this entity as the sole accreditation organization for Idaho.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. ACVS will use the Northwest Accreditation Standards.

C. Accreditation Reports

ACVS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

V. "No Child Left Behind" (NCLB)

Student learning is the primary focus for ACVS. If ACVS is ever deemed to be a school that is in need of improvement as specified under "No Child Left Behind," a Strategic Plan will be put in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the ACVS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB 5: GOVERNANCE STRUCTURE

Governance

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the Corporate Bylaws Article 3. The number of Directors constituting the ACVS Board will be not less than five (5) or more than eight (8) Directors at any time. The function of the Board can be described as policy making and evaluating. The Board will have the further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of ACVS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: president, vice-president, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The minimal five (5) Board members must provide adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. The initial ACVS Board will be determined through appointment for a three year term as outlined in the Corporate Bylaws. All subsequent ACVS Board members will be nominated by any interested party and elected by the current board. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, ACVS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, ACVS will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of ACVS and/or arising out of the acts or omissions of the agents, employees or contractors of ACVS.

Upon approval, ACVS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. ACVS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will strongly encourage parental participation in enrollment procedures, school policy recommendation, and student discipline. ACVS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school. The Board will establish or recognize an official Parent Advisory Council (PAC). All parents of students enrolled in ACVS and full-time faculty will be members of the PAC. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PAC will be authorized to make recommendations regarding any aspect of the school. The PAC will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits

ACVS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15th. During the March or

April Board meeting, ACVS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two ACVS parents, and one person at large (not affiliated with ACVS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15th.

ACVS's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by ACVS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. ACVS will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. Parents may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or PAC and subject to Board approval. Student/Teachers ratios established may require the Board to hire

additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

TAB 6: EMPLOYEES

Employees

I. Employee Qualifications

A. Professional Development

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of ACVS. Training may include, but is not limited to:

1. Instructional models methodology to insure the consistency of instruction as pertinent to ACVS student population and philosophy
2. Social Skill Development
3. Best Practices in Virtual Schools
4. Language Arts
5. Vocabulary Development
6. Teacher Expectations training
7. Math Development
8. Rules and Reasons – Student Behavior Plans
9. Memorization and Dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing Parent Volunteers
14. Effective use of educational assistants, or paraprofessionals, or learning coaches
15. Modeling as a staff
16. Working with diversity

The Principal, Curriculum Developer, Informational Technology Specialist and all ACVS teachers will be strongly encouraged to obtain college level credit in online teaching. There will be two ways this could be done. Boise State University offers a Graduate Certificate in Online Teaching that consists of 9 credits. This will be an acceptable certificate. Additionally, the following courses will be provided in an ongoing manner within the ACVS virtual community on our BlackBoard Platform:

1 Credit (15 class hours) – Technology: BlackBoard Basics
1 Credit (15 class hours) – Multi Media
1 Credit (15 class hours) – Portfolios & Assessments
3 Credits (45 class hours) – Online Course Design
These courses have been developed for ACVS with Northwest Nazarene University at a cost of $60 per credit per teacher. It is required that the Curriculum Developer, take these courses prior to school starting. It is strongly encouraged that all teachers take these course offerings during their tenure with ACVS.

There will be significant professional development provided to ACVS staff through Pearson Digital Learning and the BlackBoard School Central learning management system.

B. Health and Safety Procedures
ACVS will comply with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in ACVS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of ACVS's applicable health and safety policies and procedures and their references are listed below:
1. Criminal History/Background Check Policy (See Appendix Four)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix Four)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix Four)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix Four)
5. Substance- and Alcohol-Free Workplace Policy (See Appendix Four)
6. Tobacco-Free Policy (See Appendix Four)
7. Weapons Policy (See Appendix Four and Student Handbook in Appendix Three)
8. Facilities Inspection Policy (See Appendix Four)
9. First Aid/Emergency Treatment Policy (See Appendix Four)
10. Medication Administration Policy (See Student Handbook in Appendix Three)

11. Discipline Policies including, but not limited to, Truancy, Detention, Suspension, and Expulsion (See Tab 7 and Student Handbook in Appendix Three).

C. Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. ACVS will make all employer contributions as required by PERSI, and Federal Social Security. ACVS will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. ACVS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights

The transfer rights of an employee choosing to work at ACVS and the rights of such employees to return to any non-charter school after employment at ACVS will be dependent upon the school district from which an employee might transfer. ACVS claims no transfer rights.

The Board for ACVS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

E. Collective Bargaining

The staff of ACVS will be considered a separate unit for purposes of collective bargaining.

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the ACVS Board of Directors on a form approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES

Admission Procedures

I. Admission Procedures

ACVS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

In the 2014.15 school year there will be a cap as follows:
Elementary grades K – 6 will have a cap of no more than 115 students.
Secondary grades 7 – 12 will have a cap of no more than 265 students.
This is a total cap of 380 students for the 2014.15 school year.

In the 2015.16 School year there will be a cap as follows:
Elementary grades K – 6 will have a cap of no more than 133 students.
Secondary grades 7 – 12 will have a cap of no more than 305 students.
This is a total cap of 437 students for the 2015.16 school year.

In the 2016.17 School year there will be a cap as follows:
Elementary grades K – 6 will have a cap of no more than 153 students.
Secondary grades 7 – 12 will have a cap of no more than 351 students.
This is a total cap of 504 students for the 2016.17 school year.

A. Enrollment Deadline

ACVS has established an enrollment deadline of the first Friday of every April by which date all requests for admission to attend ACVS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time. Enrollment deadline dates will be advertised each

year. The board through the appropriate channels may determine a change in the enrollment deadline. However, that date would need to be advertised as appropriate.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend ACVS. A single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, ACVS on or before the enrollment deadline. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment, address, and telephone number of each prospective family.

C. Admissions Preference

If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method.

1. Founders

Founders will be defined as those persons:

a. involved in the initial writing of the petition for the Charter of ACVS, by:
   i. researching start-up facilities sites
   ii. budget planning
   iii. writing pre-operation policies and definitions

b. Those individuals who have made a significant contribution to the development and pre-operation establishment of ACVS as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for ACVS will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas

The primary attendance area for ACVS will be statewide. During the first year of operation the primary attendance area will be Educational Region 3 which includes the Treasure Valley.

3. Re-enrollment

Once enrolled, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

E. Priority Preferences for Subsequent Enrollment Periods

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

F. Proposed Attendance List

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

G. Provision for Over Enrollment: Equitable Selection Process

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the

public charter school; and fourth, an equitable selection process such as by lottery or other random method.

H. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to ACVS in that grade, and will be offered admission to ACVS in such grade until all seats for that grade are filled.

1. Notification and Acceptance Process

a. Within seven days after conducting the selection process, ACVS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to ACVS. The offer letter must be signed by the student's parent, and returned to ACVS no later than 15 calendar days from the date of the acceptance letter.

b. Within seven days after conducting the selection process, ACVS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date during that school year if a seat becomes available.

c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer within 15 calendar days of the acceptance letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the selection list.

d. If a student withdraws from ACVS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year.

I. Amendments

ACVS has the right to amend these admission procedures as needed with the approval of the Authorizing Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

II. Disciplinary Procedures

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students ACVS's expectations of students. At that time, the material contained in the ACVS Student Handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

a. Student conference with the Teacher and/or Principal.
b. Email or phone call to parent
c. Loss of privileges
d. Student and parent conference with Teacher and/or Principal
e. Suspension from extracurricular activities
f. In-School Suspension (if applicable)
g. Out-of-school suspension (if applicable)
h. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

While it is highly unlikely that in a virtual school suspension would be necessary, the Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process and IDEA specifications.

1. Temporary Suspension:

ACVS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of ACVS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to ACVS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to ACVS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

While it is highly unlikely that in a virtual school expulsion would be necessary, the Principal or Board may deny attendance at ACVS by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. IDEA regulations and due process will always be addressed. Any student having been expelled may be readmitted to ACVS by the Principal or Board upon

such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause. No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

- State the grounds for the proposed expulsion;
- Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
- State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. ACVS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

ACVS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause

problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook (See "Drug Policy" in Student Handbook Appendix Three).

IV. Attendance Alternatives

Because ACVS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located within the attendance area of ACVS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend ACVS.

V. Public Notification of Enrollment Opportunities

In accordance with Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by ACVS each year, to be posted in highly visible and prominent locations within the area of attendance of ACVS. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the ACVS area(s) of attendance. ACVS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in ACVS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

VI. Denial of School Attendance

ACVS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to ACVS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of ACVS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in ACVS. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

VII. Parental Access to Student Handbook

Upon approval of the charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of ACVS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the ACVS website. All new students will receive a copy of the student handbook upon enrollment.

VIII. School-Provided Access to Electronic Information, Services, and Networks

A. General

Internet access and interconnected computer systems are available to ACVS's students and faculty. Electronic networks, including the Internet, are a part of ACVS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. In order for ACVS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may

jeopardize the ability of all students to enjoy such access. While the ACVS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of ACVS's electronic networks will be consistent with the curriculum adopted by ACVS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and, if applicable, library media center materials. Staff members may, consistent with ACVS's educational goals, use the Internet throughout the curriculum. ACVS's electronic network is part of the curriculum and is not a public forum for general use.

IX. Internet Safety

If applicable, each ACVS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

ACVS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]).

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to ACVS's computer system and/or Internet Service (see Student Handbook in Appendix Three).

E. Warranties/Indemnification

ACVS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under

this policy. ACVS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. ACVS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to ACVS and will indemnify and hold ACVS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with ACVS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

Given that IDEA must be adhered to, if any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

Business Plan

I. Business Plan

A. Description

An organizing group of founders have written the initial petition for a Charter for Another Choice Virtual Charter School and have recruited and appointed an initial Board of Directors with specific areas of expertise. The Board of Directors is to establish and set forth school policies and rules. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS Charter School to the ACVS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS Charter.

B. Marketing Plan

ACVS will be aggressive in marketing prior to the school opening. Advertisements will be on the web, in local newspapers, radio stations, and with other community partners. ACVS will develop a web site. As per Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements on local radio channels and media outlets that broadcast within, and/or disseminate printed publications within, the attendance area of the public charter school. Marketing will be offered no less than on three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year will be presented. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for ACVS may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. ACVS website (available after charter approval) that will introduce information about the school.
3. Brochures promoting the curriculum and methods used at ACVS.
4. Public informational meetings about ACVS held in accordance with Idaho Statute §67-23.
5. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

C. Management Plan

1. Operations

ACVS will be organized as outlined in detail under Tab 2, and will generally follow the organizational structure of a multi-grade virtual classroom environment. A virtual environment offers a unique opportunity for the traditional student classroom. Enrollment shortages in one grade would allow for the possibility of combined grades as deemed appropriate to achieve student learning goals. The Principal will determine the day-to-day operations of the school learning environment including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. Class Size

ACVS will be organized to feel and act as a small school with learning clusters typically developed with one to two grade levels per classroom. The general education teacher will typically have a teaching load of 40 students. This may consist of two grade levels or if applicable one subject area. This will be determined based on the most appropriate way to meet the needs of the student population. ACVS plans to offer grades K-12 as the curriculum choices indicate. Teacher assignments will be made based on highly qualified guidelines and student enrollment.

In our initial school year we will have a total student cap of 230 students. We believe that students benefit from uniquely designed learning that can be self-paced; this philosophy can be optimized using the virtual format as well as the curriculum offerings that ACVS offers. Additionally, a Curriculum Coordinator will be employed as a grant funded position for minimally the first three years of operation in order to facilitate more course offerings. The virtual environment makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms with wide ranges of ability levels) into a more positive, energetic, and vibrant place in which to learn. We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities, as well as students who have not benefited from other models of education delivery. Market research of approximately 150 parents of students conducted during the fall of 2007 and 2008, supports our belief that parents want educational options for their students, especially for parents of individuals with different learning styles.

D. Resumes of Directors

The Board was specifically selected for their expertise in a variety of areas. Appendix Five has a full listing as well as the resumes of all board members.

E. Financial Plan

A school that uses a virtual environment has a broad range of initial and ongoing expenses. In order to achieve the educational goals of ACVS a combination of funding sources are required. Ongoing funding sources will include state allocation per student

funding as well as private grants, business collaborations and donations. ACVS determined that a full time grant writer is a highly desired staff member. This position will be initiated minimally in the second year of operation. All these sources will work together for fiscal sustainability of ACVS. Initially ACVS will also be able to access two start-up grants that are offered within the state of Idaho. The allocations and the expected expenditures of these grants, and a very conservative state allocation per student funding allocation have determined the first three years of operation. A detailed listing of how these three funding sources will merge together to support and sustain ACVS, as well as a listing of budget assumptions has been detailed in the first five pages of Appendix Six.

There will be other purchases that will be required in order to fully meet the goals of the charter. These minimal purchases are listed in Appendix Six. Line items for these materials are documented within the Annual Operating Expenses allocations.

F. Start-up Budget with Assumptions

The start-up budgets and assumptions listed within the first five pages of Appendix Six are determined off of minimal state allocation and grant allocations. ACVS anticipate additional revenue from a variety of sources. Two highly feasible sources of additional income can be derived from outsourcing our curriculums. The ELLis Academic™ has potential to be an excellent resource for English as Second Language learners of all ages. This program could be used as a revenue maker for ACVS with other public schools and charters, as well as private individuals. The same could be said for the GED, ACT, and SAT test preparatory curriculum that is available to others through the NovaNet™ curriculum. ACVS anticipate that these curriculums could be used to generate income if needed or desired.

G. Three-Year Operating Budget Form

The three year operating budget form is listed in Appendix Six.

II. Transportation

A. Transportation Services

In a virtual school environment transportation will not be a primary issue. However, the goal of ACVS is to provide a significant amount of social interaction and vocational opportunities with students in order to facilitate social, emotional, and vocational goals. Therefore, in those situations ACVS may provide transportation services to students within our primary attendance area as needed and or requested and agreed upon by the Board.

ACVS, or its contracted designee, may transport any student when it serves to facilitate social, emotional, and/or vocational goals as deemed appropriate for the educational plan when the age, health, safety, and/or educational plan of the student warrants for them to attend. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school location. ACVS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity
Unless other travel arrangements are authorized, students will board the contracted bus at the school designated point of origin for the trip and will return to the designated point of origin in the bus if applicable. There will be no stops along the designated route to pick up or discharge students without written permission that is signed and dated by the guardian. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip.

III. School Lunch Program

A. Student Nutrition
In a virtual school situation the school lunch may not be an issue. However, when the situation deems it appropriate, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be $0. However, no student will be denied acceptance into ACVS based on his/her inability to provide lunch. If necessary, ACVS may work with parents, the Idaho Food Bank, or on

their own to provide food services. Meals provided will be subject to the guidelines of the local health district. When it is determined that there are sufficient funds, facility and resources, ACVS may begin offering hot food services and will follow the guidelines listed by the National School Lunch Program.

B. Free and Reduced Lunch

If ACVS develops a school-lunch program, the Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

C. Lunchroom Climate

If applicable, ACVS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

If applicable, ACVS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Recess or break periods will be scheduled to follow lunch periods for all grades.
4. Access to water during mealtimes, in whatever manner is deemed appropriate.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay

TAB 9: VIRTUAL CHARTER SCHOOL REQUIREMEN

Virtual Charter School

ACVS is a virtual public school. It is deemed virtual because it meets the following definition of a virtual public school in Idaho, "'Public virtual school' means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies. ACVS provides families and student a unique way to deliver and receive their educational services that will be adjusted as needed to fully maximize learning for all students. ACVS provides an opportunity to make the 21st century classroom a reality in Idaho for all students.

A. The learning management system by which courses and communication will be delivered is via the Blackboard K-12 School Central ™. ACVS board members have a business relationship with the Blackboard provider. This web system is fully hosted by the provider. The cost of Blackboard School Central is $15,000 annually. During the first three years of operation this cost will be supported through our State grant funds, after the grant expires this cost will be incorporated into the general budget. Once ACVS has been approved the BlackBoard agreement will be confirmed and purchased.

B. Through the Blackboard K-12 School Central ™ system there are significant opportunities to provide an environment for community building as well as to expand the learning opportunities for both the students and the teachers. In many cases professional development will be delivered via the same format the students will be learning in. This format provides a synchronous and an asynchronous learning environment for both teacher and student. The Blackboard learning system and the Blackboard on line community system connect together seamlessly with the Pearson Digital Learning materials to maximize student engagement and learning in all areas and for all grade levels. Through this system home and school connections, as well as Parent Advisory Committees, are strengthen while maintaining flexibility and affordability.

Teachers will be required to attend the Pearson curriculum training. This training will consist of a total of eleven days; seven of those days will be in a face to face onsite format prior to school starting, and four of those days being delivered via the internet. These days will be incorporated into the school calendar.

BlackBoard School Central provides six weeks of intensive on line training with the purchase of the BlackBoard system. The training is taught in a train the trainer format, allowing our full staff to benefit from the expertise of the individuals trained. It has been determined that minimally the IT Specialist and the curriculum developer will receive that training in order to provide the most comprehensive technical support to ACVS teachers.

Teachers are required to have ongoing professional development specifically in the area of on line instruction, as previously identified in Tab Six, Employee Qualifications. Northwest Nazarene University, a community partner, has significant experience in providing on line instruction utilizing the Blackboard™ format. ACVS and Northwest Nazarene University have a collaborative agreement to facilitate all teachers, both general and special education, to receive university credit in online teaching strategies if needed. Boise State University also has an online educational program available.
These courses covers a wide variety of issues including class preparation, fundamentals of online teaching, accountability, assessment, collaboration, and incorporation of various forms of technology.

ACVS teachers are required to make contact minimally twice a week, with their students and/or family members as appropriate. They are required to maintain virtual office hours as well. Contacts may be done via phone, email, face to face meetings, virtual meetings, and on line scheduled phone conferences. Frequent feedback about student progress is vital in order for families to be an active part of their child's education. On line live lessons from teachers and the use of learning coaches will be implemented as needed to ensure student success and to meet the Least Restrictive Environment using a full continuum of services aspect of IDEA.

Attendance is defined as either:

1.) actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, or

2.) the percentage of coursework completed,

3.) in either case the student is required to make twice weekly contact,

Under either definition, the student's time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s. Both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor time usage if needed.

Idaho Code §33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

K	450 hours
Grades 1 -3	810 hours
Grades 4-8	900 hours
Grades 9-12	990 hours

Credit for a course is provided once the class has been completed. Courses have been previously developed through the curriculum choice offerings. School is developed around a traditional school calendar. However, if a student needs addition time to complete their course work an accommodation can be made as long as the course is completed by the end of a 12 month period.

While it is expected that the expansive curriculum offerings will meet most individual student needs, it is possible that more curriculum will be needed based on a student's particular educational requirement. Therefore, a grant funded position of a Curriculum Coordinator will be established for the first three years of operation. This individual will

work with the teachers and the administrator to ensure that all needed courses developed and offered via the BlackBoard™ system. These courses will be retained allowing other students to access these materials over several years. This will enable the teachers to concentrate solely on teaching while using the system and curriculum for individualization on course material as well as course delivery.

The curriculum selected allows the teacher to adapt the curriculum down to the objective level so accommodations can be made for both higher and lower skills as needed for both the individual and the entire class. The BlackBoard™ learning management system allows students and families to access curriculum, grading and assignment information at all times. Additionally, video presentations and other curriculum enrichment materials can be stored and assessed at any time. This can be very beneficial to a student that may need to see the presentation more than once in order to fully understand the assignment. Teachlets, as well as many other advanced forms of visual presentations such as united streaming can all be utilized using this format. Assistive Technology can be easily connected as needed for our students. It is intentional that as with any course, the teacher will prepare the expectations for the course, provide accommodations as necessary, and then grade and disseminate those grades as appropriate. Furthermore, the Blackboard K-12 School Central ™ has a component called Safe Assign that protects originality and copyright infringement and teaches students to individualize work. The learning management system is a well thought out product that works seamlessly with many technology based applications.

In order to provide social experiences opportunities for students to work together in a face to face format will be available on occasion. An Activities Coordinator will facilitate those endeavors. Within the Blackboard K-12 School Central ™ students will be able to collaborate in a group within the on line environment with the Wimba Collaboration Suite.

Teacher and parent involvement in student learning is necessary. Through ACVS students can have a personalized learning plan designed in conjunction with the student,

teacher, and parent. The learning plan can be determined quickly using the BASI: Basic Achievement Skills Inventory that is incorporated within the NovaNet™ curriculum package. This assessment is delivered via internet and provides a complete norm and criterion referenced achievement test. If the student requires further assessment, testing and further plan development will be completed with an IEP or a 504 accommodation as needed.

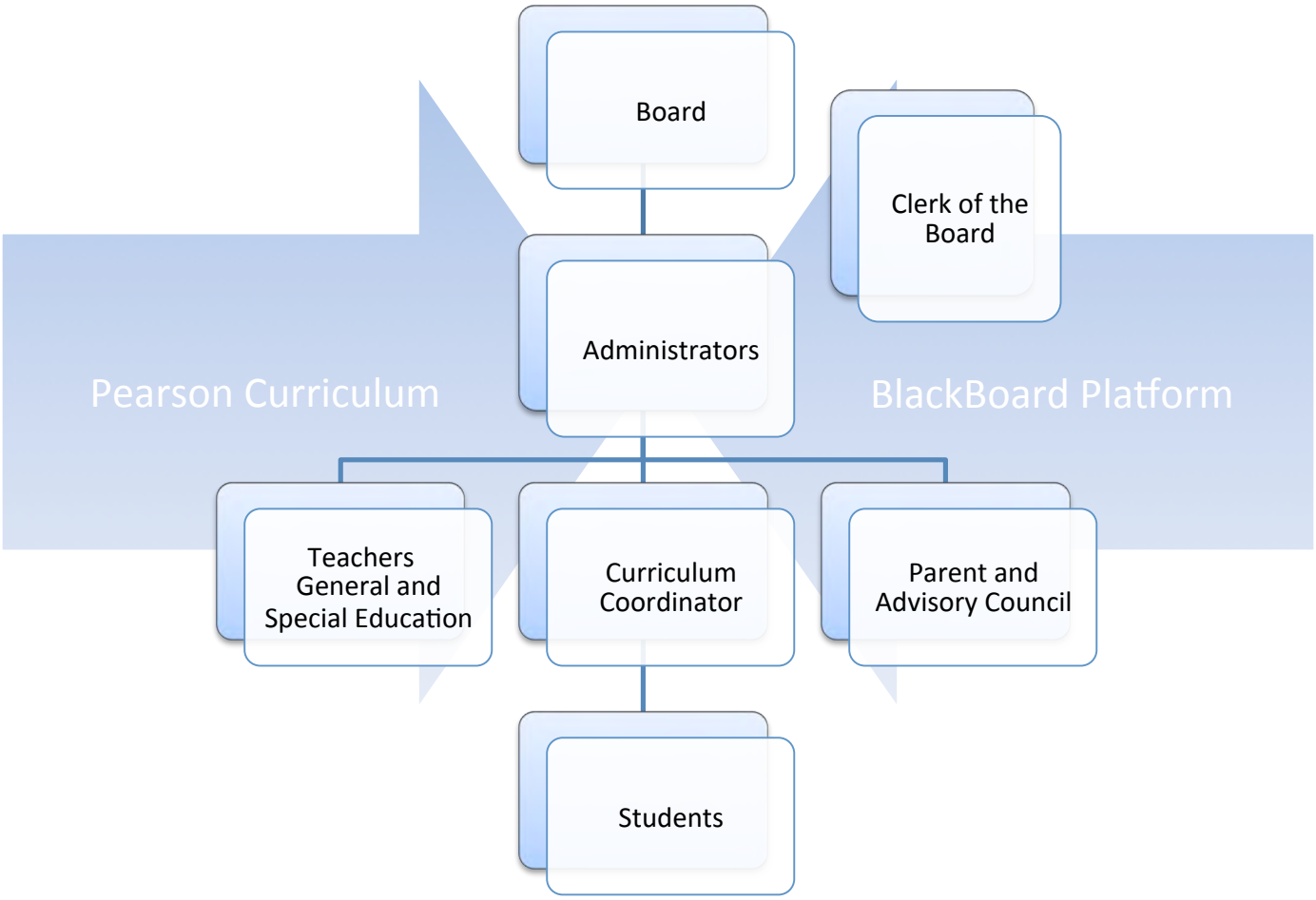
As stated, both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor the duration of time the program is used, as well as frequency of accessing materials. Without question teachers will be grading assignments as they would in any school situation, however, with both of these programs grading is minimized due to the technology.

The Blackboard K-12 School Central ™ organization assures security, availability, and reliability in accessing their program. Blackboard provides minimal technical support for the hardware and software as it relates to that program. Teachers will be trained in the platform and curriculum prior to the start of school and will be able to assist students with basic questions and issues. The Blackboard K-12 School Central ™ is a fully hosted management system. However, it is expected that using a virtual school format technical support will be required. Therefore, ACVS has designated a full time position to provide onsite technical assistance and/or support as it relates to curriculum and teaching or learning activities surrounding the technology. ACVS has additionally designated an additional .5 FTE for an Assistive Technology Coordinator. This individual's duties include working with individuals with special needs that may need more assistance on maximizing their learning by using assistive technology.

ACVS will obtain computers through a contract with Computers for Kids. This is a nonprofit organization that works with Idaho's children and schools to ensure that a computer is available for them at low cost. We will be fiscally responsible by using family computers if the family so desires. Ultimately, ACVS will ensure that all students have access to computers that have the necessary system requirements, and the online

ability needed, to access all educational material. Computers will be considered loaned to the student and will be required to be returned to ACVS within 15 days of exiting our program for any reason. A $20.00 monthly stipend for nine months of the year will be provided to each student for internet access in their home. If more than one child lives in the same home only one stipend will be provided to the house. The cost for this is documented within grant expenses for the first year, and then absorbed within the general budget thereafter.

A visual representation of how all the components of ACVS work together is shown below.


Board
Clerk of the Board
Administrators
Pearson Curriculum
BlackBoard Platform
Teachers General and Special Education
Curriculum Coordinator
Parent and Advisory Council
Students

TAB 10: BUSINESS PRACTICES

Business Practices

I. Business Arrangements

A. Facilities Contract

ACVS has a commitment and contract with two possible community providers for specific locations. In both locations ACVS students and staff will have access to facilities on their campus to accommodate our needs and educational purposes if applicable. Lease costs have been incorporated into the budget. Both locations have been outlined in Tab Two, Facilities. ACVS will be aggressive in working with our community partner with property located on Middleton and Roosevelt Avenues for the specific reason this location would have a larger square footage and would allow ACVS to be able to have a larger computer lab and actual library. Our budget reflects the expectation that during the initial year we will be in a smaller office and small computer lab location. It is expected and realistic to expect to pay between $12 and $15 per square foot. We currently have a commitment from our community provider for a location.

B. Curriculum Contract

ACVS has chosen to contract with Pearson Digital Learning for an extensive curriculum package. This contract is in Appendix Six. ACVS additionally expect their teachers, in their effort to teach students using the State standards may need additional choices in order to reach our goal of providing an excellent educational environment. Therefore, a grant funded position of a curriculum coordinator has also been budgeted. That individual will work with the teachers to ensure that ACVS has a wide range of creative teaching materials available. Students attending ACVS will be able to benefit from their education from the first day of school.

C. Transportation Contract

ACVS does not plan at this time to have an outside transportation contract as school will primarily be delivered in the virtual format.

D. Meals Contract

ACVS does not plan at this time to have an outside provision of meals contract as school will primarily be delivered in the virtual format.

E. Legal, Accounting, and Independent Auditor Contracts
ACVS does plan on securing legal, accounting, and independent auditor contracts. ACVS will work with Ripley Doorn & Company Certified Public Accountants for their auditing needs. Additionally, the legal representative will be from the offices of Carl Hamilton Law Offices.

II. Additional Information

A. State Compliance
ACVS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation. Accounting records will be in accordance with State Department of Education requirements using the Idaho Financial Accounting Reporting Management System. Documentation of a bonding of all personnel involved in financial operations will be provided prior to the start of school. ACVS will purchase a computer program called 2M Software. The invoice is provided in Appendix Six. This software works in conjunction with the financial reporting requirements of our state.

ACVS will conduct an independent financial audit annually. Ripley Doorn, C.P.A. has confirmed they will do our audits if the Board so desires.

Expenditures will be determined by the Principal. If needed, checks will be written by the Clerk. Three individual Board members will be approved as signers on the ACVS bank account. All checks will have two signatures documented.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which ACVS is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. Visit ACVS;
2. Review ACVS's records and data;
3. Directly survey ACVS's parents, students, or employees;
4. Audit the books of ACVS;
5. Pursue other reasonable means of determining accountability for ACVS contract.
6. A monthly cash flow will be available to the Commission if requested.

III. Plan for Termination

It is the responsibility of the Board of ACVS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and ACVS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against ACVS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by ACVS.

A. Dissolution

Dissolution of ACVS will be conducted by ACVS's Board and will follow the Articles of Incorporation as stated under Tab 1. In the event of dissolution of the school, all parents will be notified in writing. ACVS will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

"Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114

and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in the Articles of Incorporation. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation 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 public charitable or educational purposes" (Reference Articles of Incorporation).

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

It will be the ultimate responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

APPENDIX ONE

APPENDIX TWO

APPENDIX THREE

APPENDIX FOUR

APPENDIX FIVE

APPENDIX SIX

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION

OF

Another Choice Virtual Charter School, Inc.

IDAHO SECRETARY OF STATE
11/07/2008 05:00
CK: 169228 CT: 172099 BH: 1143612
1 @ 30.00 = 30.00 INC NONP # 2
C180749

To the Secretary of State of the State of Idaho:

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the Idaho Nonprofit Corporation Act (Title 30, Chapter 3, Idaho Code), submits the following articles of incorporation:

ARTICLE I

The name of the Corporation shall be Another Choice Virtual Charter School, Inc.

ARTICLE II

The purpose for which the corporation is organized is to be a school. The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the Corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation 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 hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as permitted by section 501(h) of the Code, if applied to the Corporation) and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE III

The street address of the registered office shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

The name and address of the registered agent is as follows:

NAME	ADDRESS
Laura Sandidge	809 W. Riverstone Court Nampa, Idaho 83686

ARTICLE IV

The board of directors shall consist of no fewer than three (3) people and no greater than (8) people. The names and addresses of the persons who will serve as the initial Directors until their successors are elected and qualify are as follows:

NAME	ADDRESS
Laura Sandidge, Chairman of the Board	809 W. Riverstone Court Nampa, Idaho 83686
Kim Hunter, Treasurer	712 W. Redwood Lane Nampa, Idaho 83651
Jeri Hyslop, Secretary	11901 Emerson St. Caldwell, ID 83605

The Corporation may accept contributions, gifts, loans (including program related loans) and grants of whatever nature, and may accept contributions, gifts, loans and grants subject to conditions or restrictions as to use or expenditure of income and capital, or may reject any proposed contributions, gifts, loans and grants, all as in the discretion of the Board of Directors shall be determined to be consistent with the purposes for which the Corporation is formed.

As a means of accomplishing the foregoing purposes, the Corporation shall have the power to engage in any lawful act or activity necessary or conducive to the attainment of the purposes hereinbefore set forth; provided, however, that notwithstanding any provision of these Articles or any provisions of law, the Corporation shall not have the power to carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (a) an organization exempt from Federal income tax under section 501(c)(3) of the Code, or (b) an organization contributions to which are deductible under section 170 of the Code.

ARTICLE V

The name and address of the incorporators is as follows:

NAME	ADDRESS
Laura Sandidge	809 W. Riverstone Court
Chairman of the Board	Nampa, Idaho 83686
Kim Hunter,	712 W. Redwood Lane
Treasurer	Nampa, Idaho 83651
Jeri Hyslop,	11901 Emerson St.
Secretary	Caldwell, ID 83605

The powers of the incorporators shall cease upon the filing of these Articles of Incorporation.

ARTICLE VI

The mailing address of the Corporation shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

ARTICLE VII

The Corporation shall not have voting members. The Corporation will have voting directors.

ARTICLE VIII

The Corporation is not organized for profit and shall not have authority to issue capital stock. There will be no payment provided to directors for serving on the Board.

In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall,

except as may be otherwise provided by law, transfer all of the assets of the Corporation in to the Idaho Charter School Commission, once all creditors have been satisfied.

ARTICLE IX

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE X

The affairs and business of the Corporation shall be managed and conducted by the Board of Directors. The other qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws, except that the number of directors constituting the Board of Directors shall be not less than three (3). The Board of Directors shall have the power to adopt, amend, or repeal the Bylaws.

ARTICLE XI

These Articles of Incorporation may be amended by a majority vote of the Directors then in office at any annual, regular or special meeting that meets as prescribed in Idaho Open Meeting Laws. No amendment shall authorize the Corporation to conduct its affairs in any manner or for any purpose contrary to the provisions of section 501(c) (3) of the Code.

Dated this 15th day of October, 2008.

Laura Sandidge

Laura Sandidge

Jeri Hyslop

Jeri Hyslop

Kim Hunter

Kim Hunter

BYLAWS

OF

Another Choice Virtual Charter School, Inc.

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BY LAWS OF Another Choice Virtual Charter School, Inc.

ARTICLE I

OFFICES

The principal office of the Corporation shall be located at such place, within the State of Idaho, as the Board of Directors shall designate from time to time. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Corporation shall maintain a registered office within the State of Idaho at such place as the Board of Directors may designate.

ARTICLE II

EMPLOYEES

"Member" shall also mean stockholder(s) or shareholder(s) the Corporation shall have no members or stockholders or shareholders. "Employee" does not include an officer or director who is not otherwise employed by the corporation.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1: **Powers.** The Board of Directors of the Corporation shall supervise, manage, and control all of the affairs, business activities and policies of the Corporation.

Section 3.2: **Number, Tenure and Qualifications.** The number of directors constituting the Board of Directors shall be not less than three (3) or more than eight (8). The exact number of directors shall be fixed by a resolution adopted by the affirmative vote of a majority of the directors then in office. The initial Board of Directors shall be composed of those directors named in the Corporation's Articles of Incorporation. Initially those directors shall appoint no more than five (5) additional board members that will represent adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. This shall be done within sixty days, or at the annual meeting of the directors, whichever comes first. All directors shall hold office for a

term of three (3) years and until his or her successor has been duly elected and/or appointed or until his or her earlier death, resignation or removal. Directors may hold consecutive terms. With unanimous board approval a director may choose to hold a one (1) year term in an effort to establish staggered terms.

The Board of Directors will consist of appointed directors and elected directors. All appointed and elected directors must have the approval of fifty percent of the current serving Board of Directors. Nominations for appointed directors may be presented to the Board by either a past or present director or a founding member. Nominations for elected directors may be presented to the Board by either a past or present director or a member of the Parent Advisory Council at-large. The director for both the education and parent perspectives will be elected positions. Nominations and appointments will be discussed during a regularly scheduled meeting when an opening has occurred. Notice of such meeting shall comply with state laws. Elections will be conducted as needed using a mechanism that is accessible to the full body. Notification of the election will be provided to the full body thirty (30) days prior to the election date.

Section 3.3: **Resignation.** A director may resign at any time by delivering written notice of his or her resignation to the Board of Directors, to the Chairman or to the Secretary of the Corporation. Such resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors deems it appropriate.

Section 3.4: **Removal.** A director may be removed, with or without cause, at an annual, regular, or special meeting of the Board of Directors by the affirmative vote of a two-thirds majority of the directors then in office. Notice of such meeting shall be provided in writing to each director at least five (5) days before the meeting. A director must be removed if they do not attend a minimum of one fourth of all regular meetings annually.

Section 3.5: **Vacancies and Newly-Created Directorships.** Vacancies on the Board of Directors resulting from the death, resignation, or removal of a director or from an increase in the authorized number of directors may be filled by an affirmative vote of a majority of the

remaining directors. A director elected to fill any vacancy resulting from the death, resignation or removal of a director shall hold office for the unexpired portion of his or her predecessor's term and until his or her successor has been duly elected or qualified. A director elected to fill a newly-created directorship shall hold office for a term of three (3) years, or for such shorter period as the Board of Directors may provide when electing such director, and until his or her successor has been duly elected or qualified.

Section 3.6: **Compensation.** Directors shall not receive compensation for their services as directors, but by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed to a director for each special or regular Board meeting that he or she attends.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1: **Regular Meetings.** Regular meetings of the Board of Directors may be held at such times and at such places, as may from time to time be determined by resolution of the Board. It is expected that meetings will be held monthly unless the Board has determined this is not appropriate. The Board of Directors may authorize the Chairman to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 11.1 herein.

Section 4.2: **Special Meetings.** Special meetings of the Board of Directors may be called at any time by the Chairman and shall be called by the Chairman or the Secretary at the request of any two directors. Special meetings may be held at such place, within the State of Idaho, and at such time as shall be specified in the notice of meeting, given in the manner provided in Section 11.2 herein.

Section 4.3: **Quorum.** A majority of the current directors in office shall constitute a quorum for the transaction of business. The action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors, except as otherwise provided by law, the Corporation's Articles of Incorporation or these Bylaws.

Section 4.4: **Conduct of Meetings.** The Chairman of the Board shall preside over meetings of the Board of Directors using Robert's Rules of Order as a guideline for professionalism. The Secretary or their designee shall act as Secretary of the meeting.

Section 4.5: **Electronic Meetings.** A director may participate in a meeting of the Board of Directors by means of conference telephone or similar means of communications by means of which all directors participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 4.6 shall constitute presence in person at the meeting.

Section 4.6: **General Powers as to Negotiable Paper.** The Board of Directors shall, from time to time, prescribe the manner of signature or endorsement of checks, drafts, notes, acceptances, bills of exchange, obligations and other negotiable paper or other instruments for the payment of money and designate the officer or officers, or agent or agents, who shall from time to time be authorized to make, sign or endorse the same on behalf of the Corporation.

Section 4.7: **Powers as to Other Documents.** The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute or deliver any instrument in the name of the Corporation. Such authority shall be in writing and may be general or confined to specific instances. When the execution of any contract or instrument has been authorized without specifying the exact officers authorized to execute such contract or instrument, the Chairman or the Vice Chairman may execute it on behalf of the Corporation.

ARTICLE V

COMMITTEES

Section 5.1: **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate one or more committees, each of which shall consist of one (1) or more directors, which committees, to the extent provided in said resolution and not restricted by law, shall have and exercise the authority and act on behalf of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have power to (i) approve dissolution, merger or the sale,

pledge or transfer of all or substantially all of the Corporation's assets, (ii) elect, appoint or remove directors or fill vacancies on the Board or any of its committees, (iii) adopt, amend or repeal the Corporation's Articles of Incorporation, or (iv) adopt, amend or repeal the Corporation's Bylaws. Such committee will keep a record of its proceedings and report to the Board in a timely manner as required by the Board. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.2: **Term of Office.** Each member of a committee shall continue as such until his or her successor is appointed, unless the committee shall be sooner terminated, or until his or her earlier death, resignation or removal.

Section 5.3: **Chairman.** One member of each committee shall be appointed Chairman of the committee.

Section 5.4: **Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.5: **Rules.** Each committee adopts the rules of ACVS for its own government that is consistent with these Bylaws.

Section 5.6: **Electronic Meetings.** A member of a committee may participate in a meeting of a committee by means of conference telephone or similar means of communications by means of which all committee members participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 5.6 shall constitute presence in person at the meeting.

ARTICLE VI

OFFICERS

Section 6.1: **Officers.** The officers of the Corporation shall minimally consist of a Chairman, Treasurer, and a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by resolution of the Board of Directors. The same individual may simultaneously hold more than one office.

Section 6.2: **Term of Office.** The term of office of all officers shall commence upon their election or appointment and shall continue until the regularly scheduled meeting of the Board of Directors of the Corporation held during the third calendar year of the officer's election or appointment and thereafter until their respective successors are chosen or until their earlier resignation or removal.

Section 6.3: **Chairman.** The Chairman shall be the principal executive officer of the Corporation and shall, if present, preside at all meetings of the Board of Directors. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 6.4: **Vice Chairman.** If applicable, the Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman and shall perform such other duties as the Board of Directors shall prescribe.

Section 6.5: **Secretary.** The Secretary, or his/her designee, shall attend all meetings of the Board of Directors of the Corporation and record all votes and the minutes of all proceedings in the minute book of the Corporation. The Secretary, or his/her designee, shall give, or cause to be given, notice of all meetings of the Board of Directors of the Corporation for which notice may be required, and shall perform such other duties as may be prescribed by the Board of Directors or the Chairman, under whose supervision the Secretary shall act.

Section 6.6: **Treasurer.** If the Board determines, the Treasurer, or his/her designee, shall have custody of the funds and securities of the Corporation, shall keep full and accurate accounts of receipts and disbursements in financial books of the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such bank or depositories as may be designated by the Board of Directors. The Treasurer, or his/her designee, shall be charged with the disbursement of funds of the Corporation, including, without limitation, distributions authorized by the Board of Directors in furtherance of the charitable purposes of the Corporation. The Treasurer shall render to the Chairman and to the Board of Directors, at the regular meetings of the Board of Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 7.1: **Indemnification.** The Corporation shall, except as provided in or limited by Section 7.3 herein, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, and shall advance expenses to such person reasonably incurred in connection therewith, to the fullest extent permitted by the relevant provisions of the

Idaho Nonprofit Corporation Act, as such law presently exists or may hereafter be amended. The Corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the Board of Directors.

Section 7.2: **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article VII.

Section 7.3: **Certain Limitations on Indemnification.** At any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Internal Revenue Code of 1986 as it presently exists or may hereafter be amended (the "Code"), then, during such time, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Sections 4941(d) or 4945(d), respectively, of the Code or under the comparable or corresponding provisions of any future United States internal revenue laws.

ARTICLE VIII

BOOKS, RECORDS, CONTRACTS AND CHECKS

Section 8.1: **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

Section 8.2: **Contracts and Other Documents.** The Board of Directors may, except as otherwise required by law, the Corporation's Articles of Incorporation, or these Bylaws, authorize any officer or officers, agent or agents of the Corporation, in addition to the Chairman, to enter into any contract or execute and deliver any instrument or document in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. The Board may delegate this power to the Chairman, on such terms as it prescribes.

Section 8.3: **Checks, Drafts, Loans, Etc.** All checks, drafts, loans or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by two (2) such officer or officers, agent or agents of the Corporation and in such manner as shall be from time to time determined by the Board of Directors. The Board may delegate this power to the Chairman, on such terms as it prescribes. In the absence of such determination, such instruments shall be signed by the Treasurer and the Chairman. No loans shall be made by the Corporation to its directors or officers, and the Corporation shall not guarantee the obligation of a director or officer of the Corporation.

Section 8.4: **Conflict of Interest.** There is a Duty to Disclose in connection with any actual or possible conflict of interest when an interested person may have a financial or personal interest in a matter. Disclosure must be made to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. After disclosure of all material facts, and after any discussion with the interested person, he/she may leave the governing 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. Presentation, discussion, and full review of possible conflicts will receive due diligence. The organization's best interest is of importance. If, after hearing all response and after making further investigation as warranted by the circumstances, the governing board or committee determines if there has been a failure to disclose an actual or possible conflict of interest, and appropriate disciplinary and corrective action will ensue. If applicable, there will be full compliance with the Ethics in Government Act.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Corporation shall be July 1 to June 30.

ARTICLE X

SEAL

The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal, State of Idaho."

ARTICLE XI

NOTICE

Section 11.1: **Notice of Regular Meeting.** Meeting Notice must be posted five (5) or more calendar days prior to the meeting date, as per Idaho Code § 67-2343. Agenda Notice must be posted at least 48 hours prior to the meeting, as per Idaho Code § 67-2343. Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

Section 11.2: **Notice of Special Meeting.** Meeting and Agenda Notice must be posted at least 24 hours prior to the meeting date, as per Idaho Code § 67-2343(2). Notification must be provided to the news media as per Idaho Code § 67-2343(2). Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

ARTICLE XII

AMENDMENTS

These Bylaws may be amended, altered or repealed and new Bylaws may be adopted by a majority vote of the directors then in office at any regular or special meeting for which each director receives at least five (5) days written notice, stating that the purpose, or one of the purposes of the meeting, is to consider a proposed amendment to the Bylaws and containing or accompanied by a copy or summary of the amendment or stating the general nature of the amendment.

* * * * *

I certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors by unanimous consent on 15th October, 2008, and that they are currently in effect.

Secretary

11-12-08

Date

14

* * * * *

Appendix E: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

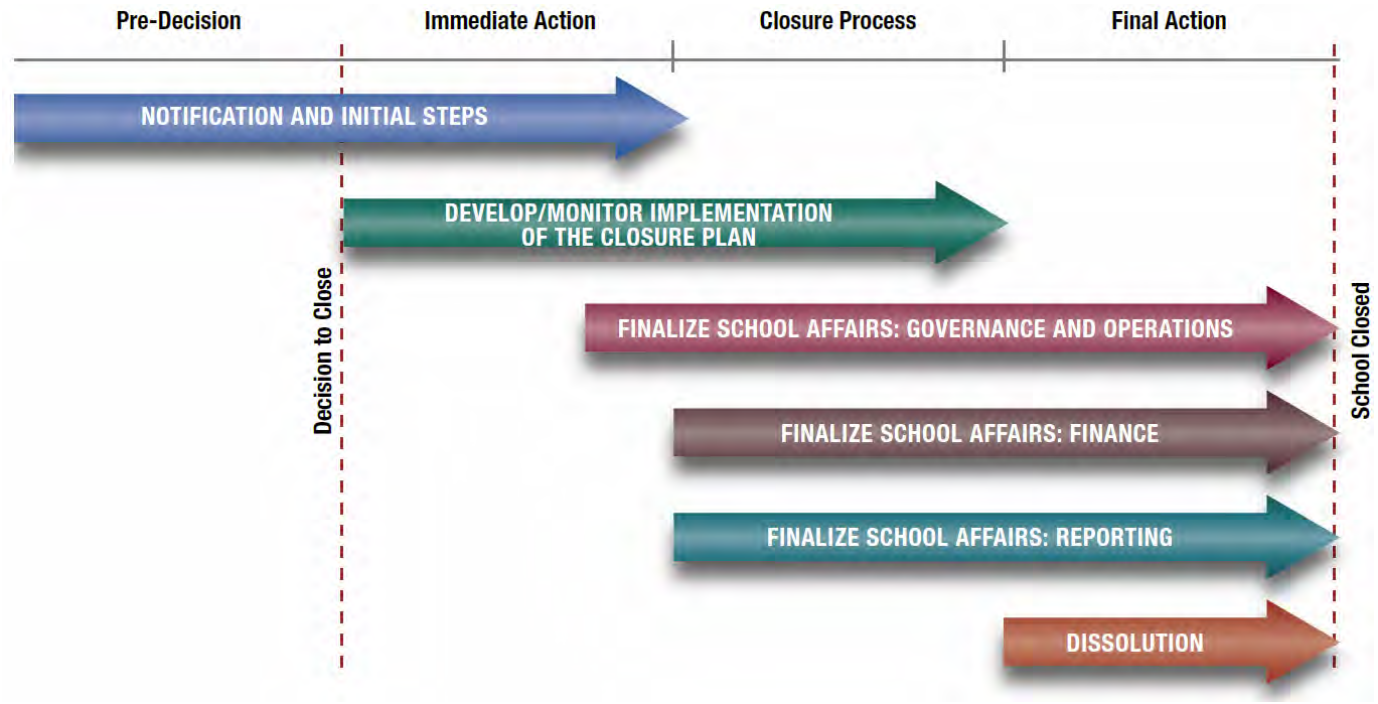
Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable **2.** Review the Closure Protocol and tasks and clarify critical deadlines **3.** Identify points of contact for media or community questions **4.** Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. **6.** Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. **3.** Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications **1.** Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. **2.** The letters notifying staff, parents, and other districts of the final closure decision should include: • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records.	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles **1.** Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate **2.** Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: **1.** Reassignment of students and transfer of student records. **2.** Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. **3.** Notification to entities doing business with the school. **4.** The status of the school's finances, including outstanding expenses and payment of creditors and contractors. **5.** Sale, dissolution, or return of assets. **6.** Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. **1.** Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. **2.** Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. **3.** Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. **1.** The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. **2.** The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts **1.** Notify all contractors, including food service and transportation, of school closure. **2.** Retain records of past contracts and payments. **3.** Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers **1.** Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. **2.** Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans **3.** Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. **2.** Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e. Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. **2.** Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. **2.** Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed **2.** The school's final financial status, including the final independent audit **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure **5.** Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) **1.** Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. **2.** The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) **3.** Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) **1.** After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: **1.** Preserving and protecting its assets and minimizing its liabilities. **2.** Discharging or making provision for discharging its liabilities. **3.** Disposing of its properties that will not be distributed in kind. **4.** Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. **5.** Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. **6.** Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for: ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC., Respondent.	Reference No. 21-52502 **NOTICE AND ACKNOWLEDGMENT OF COMMISSION DIRECTOR'S RECOMMENDATION FOR NONRENEWAL OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS") not be renewed for the reasons listed below in Section I.

Upon its review of the Director's recommendation, ACVS may agree to accept the recommendation, or ACVS may request an administrative hearing to contest the Director's recommendation.

If ACVS agrees to accept the Director's recommendation as presented below, an authorized representative of ACVS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
304 N. 8th St., Ste. 242
Boise Idaho, 83702
jenn.thompson@osbe.idaho.gov

If ACVS does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of ACVS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If ACVS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, ACVS's inaction will be interpreted as a request for an administrative hearing for recommendation not accepted.

I. DIRECTOR'S RECOMMENDATION FOR NONRENEWAL

The reasons for the Director's recommendation for nonrenewal of charter are limited to ACVS's failure to meet the terms of its performance certificate, executed by and between ACVS and the Commission. Section 4E of the performance certificate states that ACVS's performance in relation to the measures set forth in the Performance Framework serves as a basis for renewal decisions. Additionally, Section 5G of the performance certificate states that ACVS shall comply with all applicable federal and state laws, rules, and regulations. The Director recommends that ACVS's charter not be renewed for the following reasons:

1. Reason 1: ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. After conducting an investigation into the conduct of ACVS's governing board, the Commission found there was reason to believe that the governing board may have violated multiple charter statutes. Specifically, the Commission's investigation, in part, revealed: 1) that an ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2); and 2) that ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a). Additionally, although ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take

corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action. Lastly, pursuant to IDAPA 08.02.04.300.04, when operational issues are identified, the governing board is responsible for providing the Commission with follow-up information as to when, and how, such operational issues are going to be resolved and corrected. The ACVS governing board failed to provide the Commission with follow-up information regarding the concerns identified above. Based on this information, ACVS received a "does not meet standard" rating on this measure.

2. Reason 2: ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. In conducting standard oversight activities, the Commission found that ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education's updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3). Additionally, the Commission found that ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1). Lastly, ACVS failed to reasonably cooperate with the Commission's verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities. Significant delays in providing the requested documentation to the Commission ultimately resulted in the issuance of a courtesy letter to ACVS. Based on this information, ACVS received a "does not meet standard" rating on this measure.

3. Reason 3: ACVS did not meet standard on "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework. Specifically, in September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS's data and making appropriate adjustments to ACVS's financial distributions. Based on this information, ACVS received a "does not meet standard" rating on this measure.

4. Reason 4: ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice consistent and effective oversight over the school and its administrator. Specifically, after conducting an investigation into the conduct of ACVS's administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. As ACVS's governing board failed to exercise consistent and effective oversight over the school and its administrator, ACVS received a "does not meet standard" rating on this measure.

Similarly, ACVS did not meet standard on "Operational Measure 5a: Additional Obligations" of the Commission's Performance Framework, which required ACVS to comply with the requirements imposed by the State Department of Education. Specifically, the State Department of Education's Professional Standards Commission ("PSC") issued a stipulation, signed by Laura Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms.

Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of this Notice, the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course. As this matter of non-compliance has not been quickly remedied, ACVS received a "does not meet standard" rating on this measure.

5. Reason 5: ACVS's academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth). No assessments were given during the 2019-2020 school year due to the COVID-19 pandemic. Academic data for the 2020-2021 school year is limited, as growth cannot be calculated and graduation rate data has not yet been released. However, ACVS's Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall significantly below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and 54%, respectively).

6. Reason 6: ACVS's financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. The Commission's Performance Framework includes eight (8) measures that consider a school's likelihood of short-term and long-term financial stability.

ACVS achieved low outcomes on five (5) of these measures during FY21. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. Because ACVS's actual enrollment percentage was less than the projected number, ACVS generated lesser revenue than it had anticipated, which negatively impacted its FY21 budget. As a result of the school not achieving its enrollment projections, several other measures were impacted. First, ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21. Second, both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21. Specifically, ACVS's number of days' of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource. Finally, the school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment.

Dated this 15th day of November, 2021.

_____
Jenn Thompson
Director
Idaho Public Charter School Commission

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter by the following method to:

John Kelleher Board of Directors Chairperson Another Choice Virtual Charter School, Inc. 1014 W Hemingway Blvd. Nampa, ID 83651 jnkelleher@fmtcblue.com	☒ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile: ☒ Email: jnkelleher@fmtcblue.com
Laura Sandidge, Ph.D. School Administrator Another Choice Virtual Charter School, Inc. 1014 W Hemingway Blvd. Nampa, ID 83651 lsandidge@anotherchoicecharter.org	☒ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile: ☒ Email: lsandidge@anotherchoicecharter.org

_____
Jenn Thompson
Director
Idaho Public Charter School Commission

ATTACHMENT A:

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

This Consent Agreement ("Agreement") is entered into between the Director of the Idaho Public Charter School Commission ("Director") and ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"). ACVS understands, acknowledges, and agrees to the following:

1. On behalf of ACVS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter, dated November 15, 2021 ("Notice").

2. ACVS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for nonrenewal of charter as proposed in the Notice.

3. ACVS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). ACVS further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation, and is under no obligation to adopt this Agreement.

4. ACVS understands and acknowledges that if the Commission decides to renew ACVS's charter, either with or without conditions, the Commission and ACVS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.

5. On behalf of ACVS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, ACVS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

[Signatures on following page]

The undersigned authorized representative, on behalf of ACVS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

_____ _____

Authorized Representative Date
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

_____ _____

Jenn Thompson Date
Director
Idaho Public Charter School Commission

ATTACHMENT B:

REQUEST FOR ADMINISTRATIVE HEARING

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: _____.

_____
Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247
1014 W. Hemingway Blvd.
Nampa, Idaho 83651

Laura Sandidge, Ph.D.
Administrator / Head of School
208-475-4255
lsandidge@anotherchoicecharter.org

John Kelleher, Ph.D.
Board Chair
208-475-4255
jkelleher@anotherchoicecharter.org

Mission Statement: *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

K = 7	*7th = 31*
1st = 19	*8th = 40*
2nd = 8	*9th = 45*
3rd = 11	*10th = 56*
4th = 12	*11th = 69*
5th = 17	*12th = 76*
6th = 24	*Total = 415*

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.

John E Kelleher

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

Executive Summary

Pursuant to Idaho Code section 33-5209B the Director of the Idaho Public Charter School Commission recommended that Another Choice Virtual Charter School, ACVS, not be renewed. The following document outlines and addresses the changes that have been implemented, and are proposed by ACVS to be implemented, to address the concerns outlined by the Commission. As always, ACVS is willing to accept additional suggestions on how to make improvements to resolve the cited concerns.

Narrative

ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance are as follows:

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

Operational Outcomes Board Stewardship: Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our

Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of- the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, "Based on IPCSC review, the board's policies appear to be incomplete." We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS's Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.

- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework, which required ACVS's governing board to practice consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission, therefore the standard on "Operational Measure 5a: Additional Obligations" is still in progress within the timeframes outlined by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently

awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

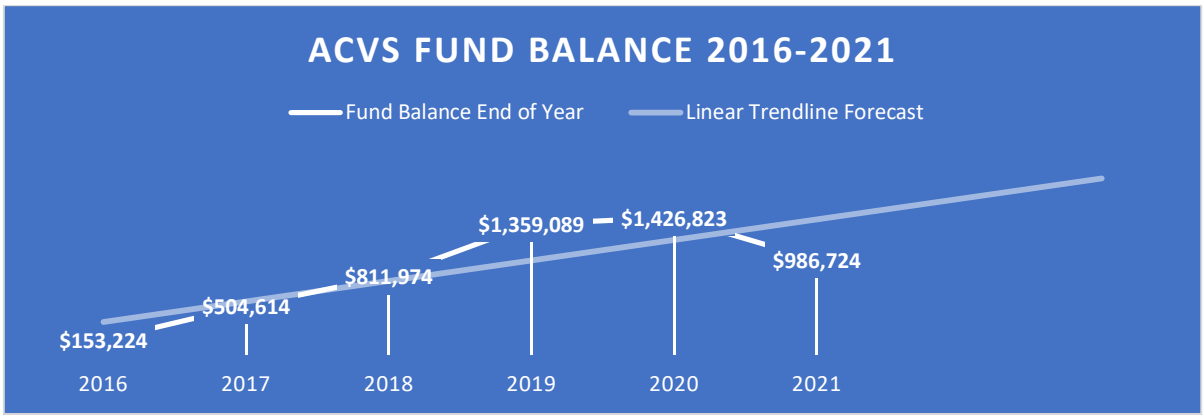
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial to address the standard "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Fiscal Accountability are as follows:

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	$153,224	
2017	$504,614	$351,390
2018	$811,974	$307,360
2019	$1,359,089	$543,006
2020	$1,426,823	$67,734
2021	**$986,724**	-$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the "Accountability Designation" of "Honor" in the "Financial Outcome" component. In 2020 / 2021 the "Accountability Designation" was determined to be "N/A". According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS's Fiscal Accountability was considered exemplary and was provided with a designation of "Honor", which is above and beyond the designation of "Good Standing".

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public

Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

> Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1⁄2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and

Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Meeting

Jared Dawson <Jared.Dawson@osbe.idaho.gov> Thu, Nov 18, 2021 at 1:51 PM
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

JARED DAWSON

Program Manager, Idaho Public Charter School Commission

(208) 332-1585

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[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

lshoemaker@anotherchoicecharter.org

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

> ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:
ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard	

Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard
Student B	2/12 Below Standard	6/12 At/Near Standard	8/12 At/Near Standard
Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard

Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	2/10 Below Standard	8/10 Above Standard	
Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	1/10 Below Standard	2/10 Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

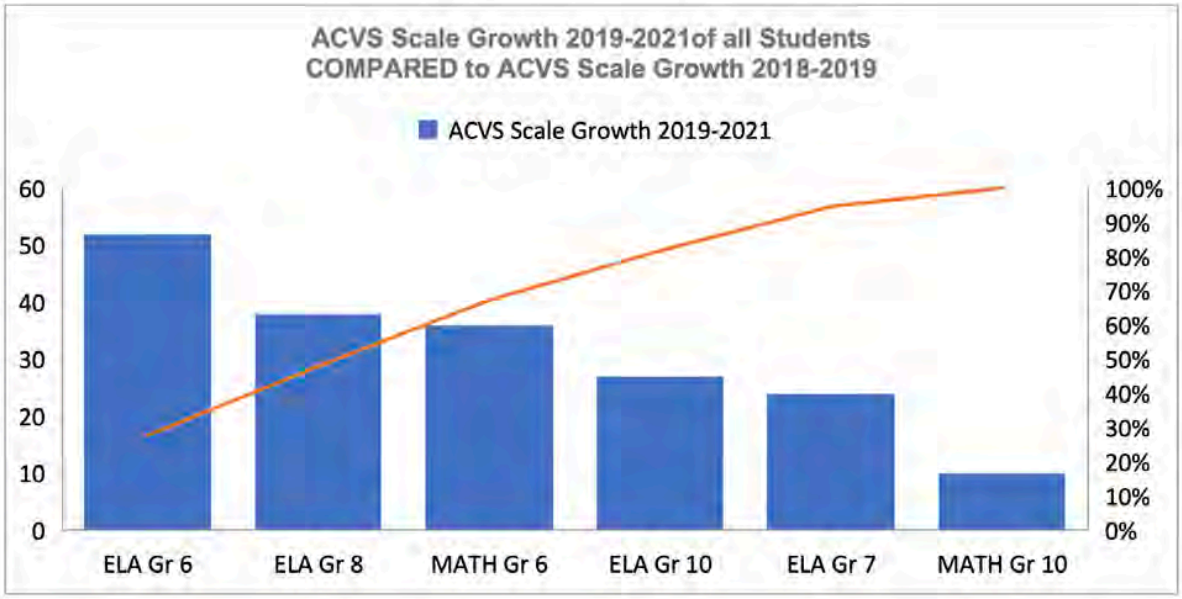
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



Outline of Additional Evidence

1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
   a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
3) Exhibit 3: Growth Resiliency Measure Organizational Report.
   a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

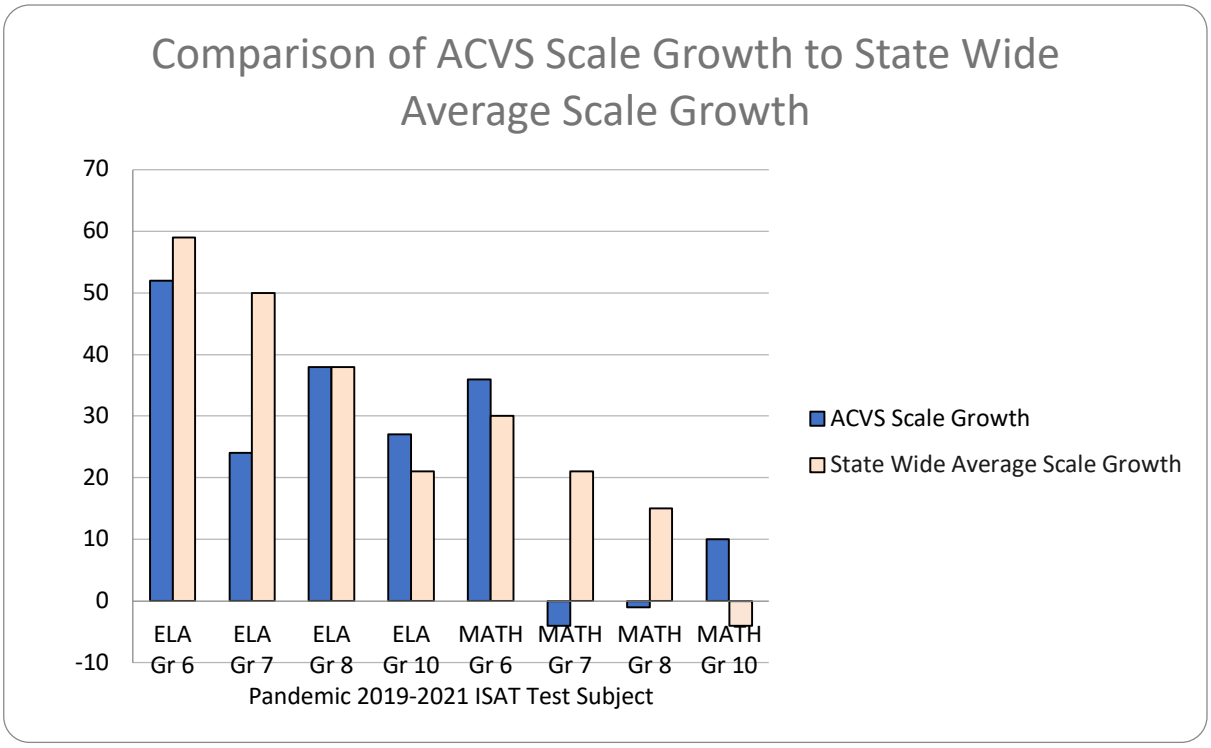
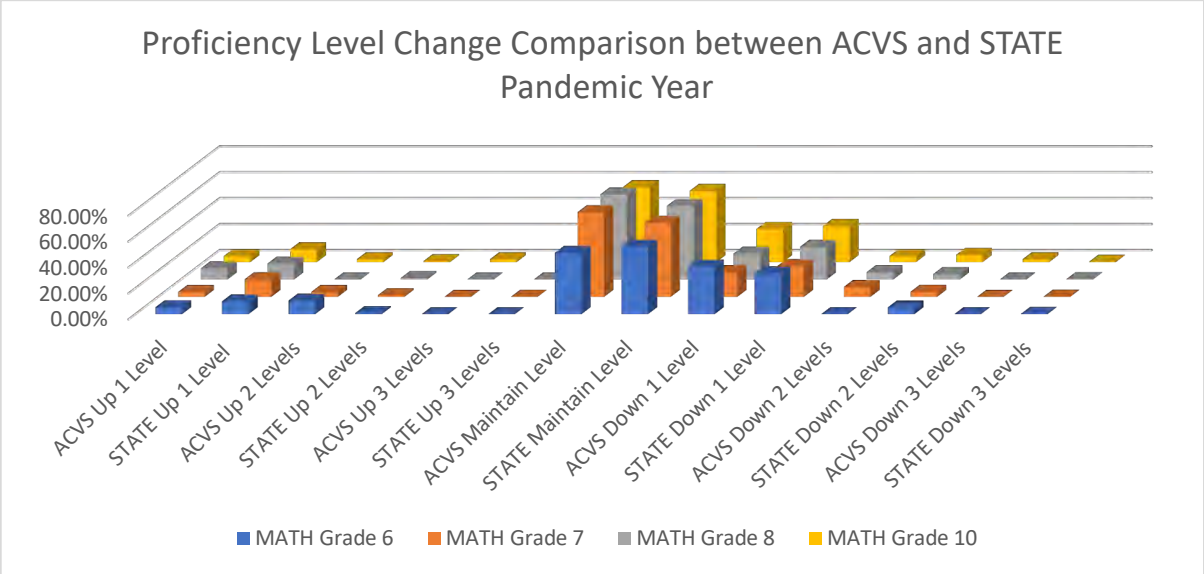
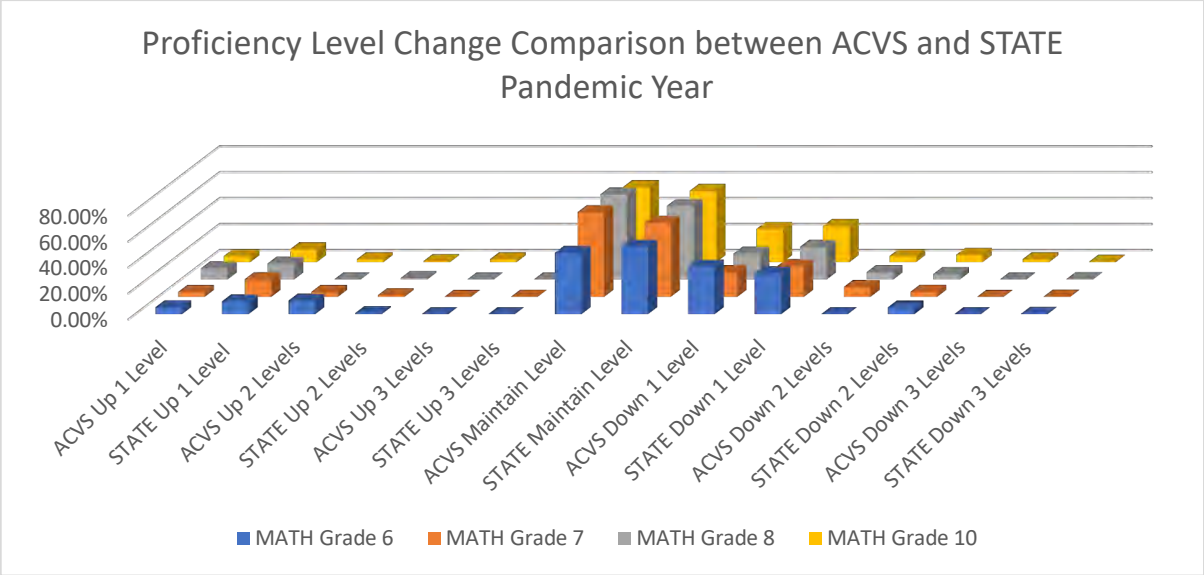


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.





Additional Evidence

Exhibit Three Growth Resiliency Measure

Growth Resiliency Measure
Organizational Report

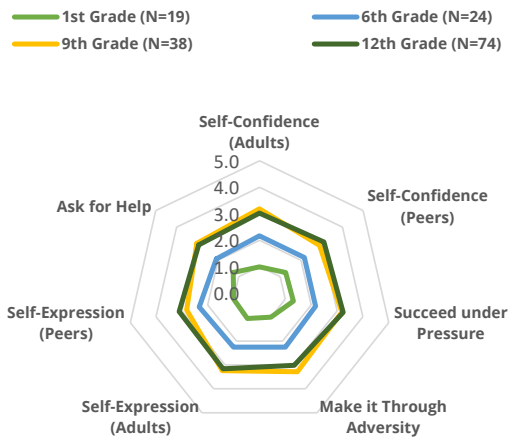
Another Choice Virtual Charter School

Grades: K-12 *# Students: 413* *Students of Color: 36%* *Male: 50%*
Female: 49% *Transgender: 1%* At-Risk: 69% *IEP: 29%* *504 Plan*: 10%
Avg. Per Pupil Spending: $1,554 *Free/Discount Lunch*: 36.8%

Fall 2021

Average Scores for Selected Grades

Start of the Academic Year



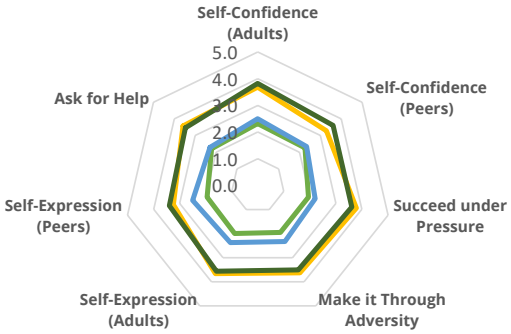
Data Insights

Organizationally, students showed the highest gain in *Self-Confidence w/ Adults* on average.

Below is the highest gain components for each grade.

- **1st Grade – *Self-Confidence w/ Adults* and *Self-Confidence w/ Peers***
- **2nd Grade – *Self Expression w/ Adults***
- **3rd Grade – *Self-Confidence w/ Peers* and *Self Expression w/ Adults***
- **4th Grade – *Asking for help***
- **5th Grade – *Self-Confidence w/ Adults***
- **6th Grade – *Self-Confidence w/ Adults***

At the time of Assessment



Data Insights (cont'd)

- **7th Grade – *Self-Confidence w/ Adults* and *Self Expression w/ Adults***
- **8th Grade – *Self-Confidence w/ Adults*, *Succeeding Under Pressure* and *Making it Through Adversity***
- **9th Grade – *Succeeding Under Pressure* and *Asking for help***
- **10th Grade – *Self-Confidence w/ Adults***
- **11th Grade – *Self-Confidence w/ Adults* and *Asking for help***
- **12th Grade – *Self-Confidence w/ Adults* and *Succeeding Under Pressure***

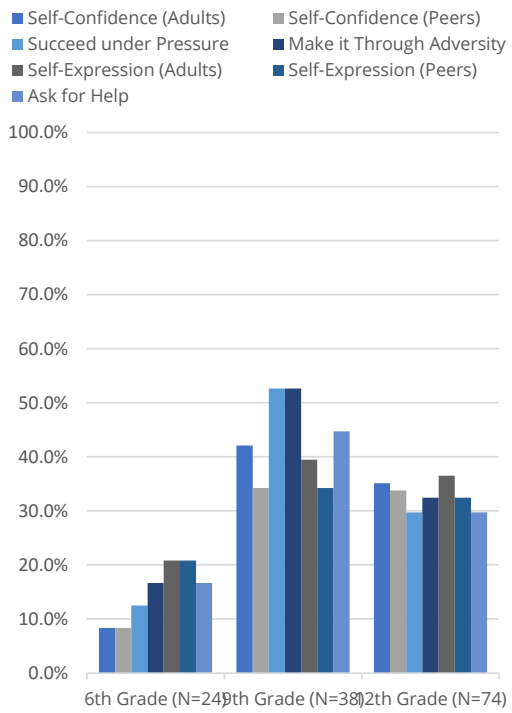
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021.
The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

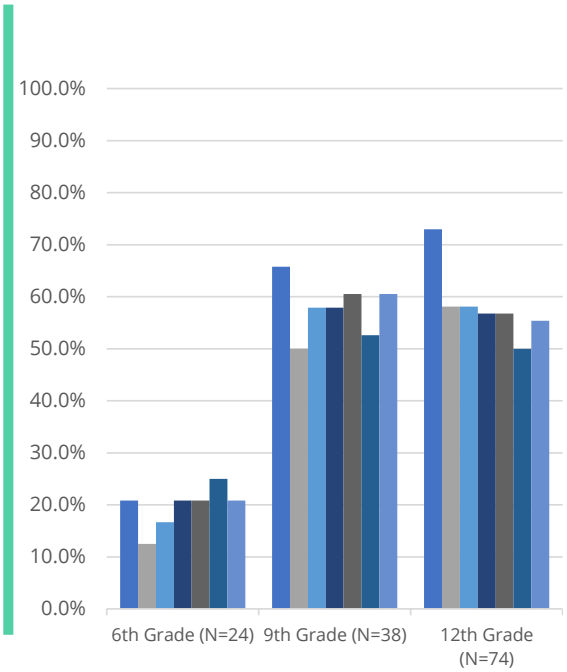
Growth Resiliency Measure
Organizational Report

Fall 2021

Percent of Students w/ High Scores (*4 or 5*)

At the Start of the Academic Year → **At the time of Assessment**





Data Insights

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

***Self-confidence w/ Adults* – 5th, 6th, 7th, 9th, 11th, and 12th Grades**

***Success under pressure* – 8th Grade**

***Ask for help* – 10th Grade**

***Self-expression w/ Adults* – 3rd Grade**

***Self-expression w/ Peers* – 3rd Grade**

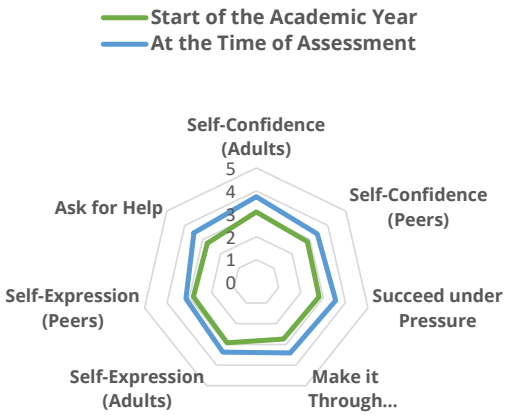
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021.
The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

Students of Color

Change in GRM Average (12th Grade)



Overall, students of color were most represented in *Self-confidence w/ Adults, followed by Self Expression w/ Adults*.

***Self-expression w/ Adults* had the highest percentage *of* 11th grade students of color.**

***Success under pressure* had the highest percentage *of* 8th grade students of color.**

***Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3rd, 4th, and 10th grades.**

K, 1st, 5th, and 6th all had 0% of students of color, however, all grades had less than 5 student, with 6th having 8.

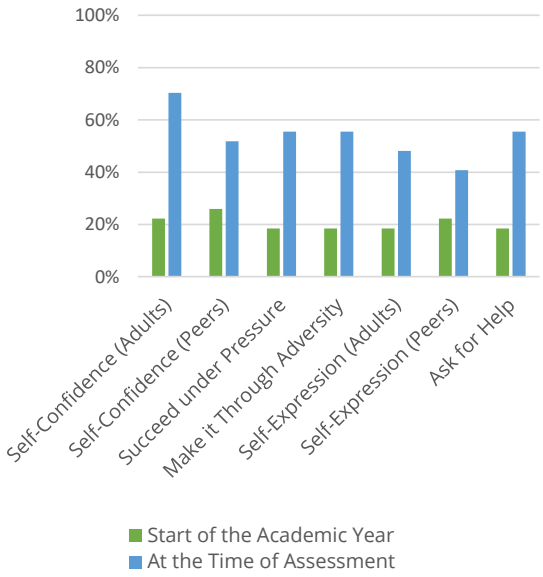
Note: 2nd Grade was evenly distributed amongst all components.

Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- ***Self-confidence w/ Adults* – 7th grade**
- ***Self-confidence w/ Peers – 2nd, 4th, 5th, 6th, 10th, 11th, and 12th grades***
- ***Success under pressure* – 8th and 9th and 11th grades**
- ***Ask for help* – 8th and 11th Grade**
- ***Self-expression w/ Adults* – 3rd Grade**

Change in Percentage of Students w/ Score 4 or 5 (12th Grade)



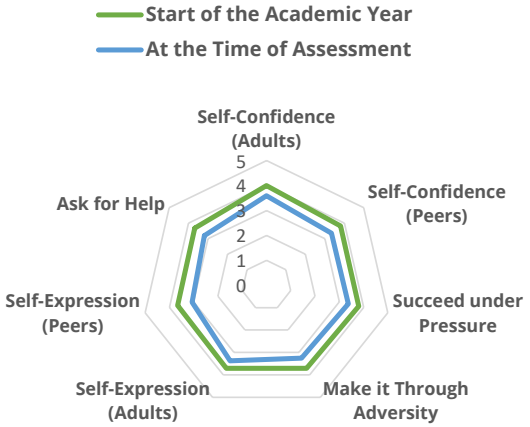
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

Growth Resiliency Measure
Organizational Report

Fall 2021

IEP Students

Change in Average GRM (*12th Grade*)



Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- ***Self-confidence w/ Adults*** **– 1st and 5th grade**
- ***Self-confidence w/ Peers*** **– 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades**
- ***Success under pressure*** **– 8th, 9th and 11th grades**
- ***Make it through Adversity*** **– 11th grades**
- ***Ask for help*** **– 4th, 6th and 11th grades**
- ***Self-expression w/ Adults*** **– 7th grade**

Note: K had 0 IEP students.

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

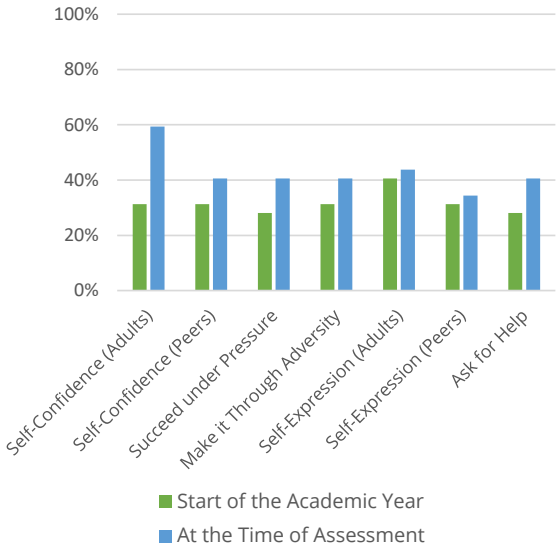
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.

Change in the Percentage of Students w/ Score 4 or 5 (*12th Grade*)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

1. GRM Submitted by Student Characteristics

Excludes students w/out information on their grade level or complete GRM scores

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
Student Count	4	19	8	13	11	12	24	19	39	38	48	74	73	**382**
Boy %	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	**52%**
Girl %	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	**47%**
Transgender %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	**1%**
Students of Color %	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	**34%**
IEP %	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	**41%**

2. Baseline GRM Averages (*at the start of the semester*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
Grand Total	**2.7**	**2.6**	**2.5**	**2.6**	**2.6**	**2.6**	**2.6**

3. Current GRM Averages (*at the time of data entry*)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
Grand Total	**3.30**	**3.07**	**3.00**	**3.01**	**3.07**	**2.95**	**3.07**

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
Grand Total	**384**	**94**	**86**	**73**	**84**	**88**	**85**	**96**

5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
Grand Total	**384**	**179**	**142**	**136**	**137**	**146**	**133**	**156**

GRM

Growth Resiliency Measure
Organizational Report

Data Tables – Fall 2021

6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
Grand Total	**384**	**24%**	**22%**	**19%**	**22%**	**23%**	**22%**	**25%**

7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
Grand Total	**384**	**47%**	**37%**	**35%**	**36%**	**38%**	**35%**	**41%**

8. GRM Definitions (referred as "components")

Self-confidence: trust in one's abilities, capacities, and judgment.

Self-expression: free expression of one's feelings, impulses, thoughts, attitudes, and talents.

Perseverance: persistence in doing something despite difficulty or delay in achieving success.

Success under pressure: accomplishment through an opposing situation/obstacle.

Ask for help: request to see/talk to someone for help.

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.

John E Kelleher

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.	
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.	
School Contact Information	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	Phone: (208) 475-4255
Surrounding District	Kuna Joint School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2017	
Grades Served	K-12	
Enrollment	Approved: 504	Actual: 326

	School	Surrounding District	State
Non-White	32.49%	13.43%	22.56%
Limited English Proficiency	10.09%	3.07%	6.24%
Special Needs	35.33%	10.49%	9.46%
Free & Reduced Lunch	70.35%	44.60%	47.07%

School Leadership	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Landon Shaffer, MBA	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:
A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:
A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:
Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:
Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:
Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:
Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools much receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:
Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:
Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	2%	**0.00**
	1b	25	2%	0.00	25	2%	**0.00**
Proficiency	2a	75	5%	39.81	75	7%	**39.81**
	2b	75	5%	23.88	75	7%	**23.88**
	2c	75	5%	27.70	75	7%	**27.70**
Growth	3a	100	7%	46.63	100	10%	**46.63**
	3b	100	7%	17.94	100	10%	**17.94**
	3c	100	7%	23.81	100	10%	**23.81**
	3d	75	5%	43.20	75	7%	**43.20**
	3e	75	5%	33.54	75	7%	**33.54**
	3f	75	5%	33.54	75	7%	**33.54**
	3g	100	7%	43.33	100	10%	**43.33**
College & Career Readiness	4a				50	5%	**0.00**
	4b1				50	5%	**0.00**
	4c				50	5%	**8.13**
Total Possible Academic Points		900			1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				333.37			**341.50**
% of Possible Academic Points for This School				37.04%			**32.52%**

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1						
Language Arts Growth (K-6)	2						
Math Growth (K-6)	3						
Motivation to Learn (SPED)	4						
Engagement in Learning (7, 9, 11)	5						
Postsecondary Course Completion (12)	6						
Typing Skills (8)	7						
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			**0.00**
% of Possible Mission-Specific Points Received				0.00%			**#DIV/0!**

Mission-specific data is not available for this reporting period.

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			**1050**		
TOTAL POINTS RECEIVED				333.37			**341.50**
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				22.22%			**32.52%**

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	**25.00**
	1b	25	6%	**25.00**
	1c	25	6%	**25.00**
	1d	25	6%	**25.00**
Financial Management & Oversight	2a	25	6%	**15.00**
	2b	25	6%	**25.00**
Governance & Reporting	3a	25	6%	**25.00**
	3b	25	6%	**25.00**
Students & Employees	4a	25	6%	**25.00**
	4b	25	6%	**25.00**
	4c	25	6%	**25.00**
	4d	25	6%	**25.00**
School Environment	5a	25	6%	**25.00**
	5b	25	6%	**25.00**
	5c	25	6%	**25.00**
Additional Obligations	6a	25	6%	**25.00**
TOTAL OPERATIONAL POINTS		**400**	**100%**	**390.00**
% OF POSSIBLE OPERATIONAL POINTS				**97.50%**

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	**50.00**
	1b	50	13%	**10.00**
	1c	50	13%	**50.00**
	1d	50	13%	**50.00**
Sustainability Measures	2a	50	13%	**50.00**
	2b	50	13%	**50.00**
	2c	50	13%	**50.00**
	2d	50	13%	**50.00**
TOTAL FINANCIAL POINTS		**400**	**100%**	**360.00**
% OF POSSIBLE FINANCIAL POINTS				**90.00%**

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	**97.50%**	85% - 100% of points possible	**90.00**
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	**32.52%**	61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System.	5	25	
Meets Standard: School received three or four stars on the Star Rating System.	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System.	3	15	
Falls Far Below Standard: School received one star on the Star Rating System.	2	0	0
	1	0	
			0

Notes

Measure 1b
State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

	Result	Points Possible	Points Earned
Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
Meets Standard: School does not have a designation.	None	15	
Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	0
			0

Notes

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

Measure 2a
ISAT / SBA % Proficiency
Reading

Are students achieving reading proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.	67.70	38-56	19	65-89	25	40
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						40

Notes

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	46.50	20-37	18	41-64	24	24
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						24

Notes

Measure 2c
ISAT / SBA % Proficiency
Language Arts

Are students achieving language proficiency on state examinations?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	19	65-89	25	0
Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	51.60	20-37	18	41-64	24	28
Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
						28

Notes

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a
Criterion-Referenced
Growth in Reading

Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?

	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.	66.30	26-50	25	50-69	20	47
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
						47

Notes

Measure 3b
Criterion-Referenced
Growth in Math

Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?

	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	35.16	0-25	25	1-49	49	18
						18

Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

Measure 3c
Criterion-Referenced
Growth in Language

Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?

Exceeds Standard: At least 85% of students are making adequate academic growth.
Meets Standard: Between 70-84% of students are making adequate academic growth.
Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	85-100	16	0
	51-75	25	70-84	15	0
	26-50	25	50-69	20	0
46.67	0-25	25	1-49	49	24
					24

Measure 3d
Norm-Referenced
Growth in Reading

Are students making expected annual academic growth in reading compared to their academic peers?

Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	66-99	34	0
49.50	38-56	19	43-65	23	43
	20-37	18	30-42	13	0
	0-19	19	1-29	29	0
					43

Measure 3e
Norm-Referenced
Growth in Math

Are students making expected annual academic growth in math compared to their academic peers?

Exceeds Standard: The school's Median SGP in math falls between the 66th and 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	66-99	34	0
	38-56	19	43-65	23	0
42.00	20-37	18	30-42	13	34
	0-19	19	1-29	29	0
					34

Measure 3f
Norm-Referenced

Growth in Language

Are students making expected annual academic growth in language compared to their academic peers?

Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.

Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	19	66-99	34	0
	38-56	19	43-65	23	0
39.50	20-37	18	30-42	13	34
	0-19	19	1-29	29	0
					34

Measure 3g
Subgroup Growth
Combined Subjects

Is the school increasing subgroup academic performance over time?

Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.
Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.
Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.

Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	76-100	25	70-100	31	0
	51-75	25	45-69	25	0
40.00	26-50	25	30-44	15	43
	0-25	25	1-29	29	0
					43

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 4: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity coursework?**			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50	
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30	
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10	
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00
Notes				**0**

		Result	Points Possible	Points Earned
Measure 4b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30	
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10	
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
				0
Notes	No result due to insufficient sample size.			

		Result	Points Possible	Points Earned
Measure 4b2 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50	
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30	
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10	
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	
				0
Notes	N/A			

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	**Are students graduating from high school?**						
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	43.80	0-13	13	1-70	70	8
Notes							**8**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

MISSION-SPECIFIC GOALS

Measure 1	Is the school ensuring that secondary students successfully complete coursework?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		100	
	Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80	
	Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40	
	Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.			

Measure 2	Is the school ensuring that elementary students make appropriate academic growth in language arts?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		40	
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 3	Is the school ensuring that elementary students make appropriate academic growth in math?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		40	
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

Measure 4	Is the school encouraging special education students' motivation to learn?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		80	
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		40	
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				0.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			

Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		80	
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				0.00

Notes

Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.

The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.

ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM

		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	**Is the school implementing the material terms of the educational program as defined in the performance certificate?**			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Education Requirements	**Is the school complying with applicable education requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Students with Disabilities	**Is the school protecting the rights of students with disabilities?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatement of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	**Is the school protecting the rights of English Language Learner (ELL) students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

		Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	**Is the school meeting financial reporting and compliance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15.00
Notes	FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.			

		Result	Points Possible	Points Earned
Measure 2b GAAP	**Is the school following Generally Accepted Accounting Principles (GAAP)?**			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes	The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.			

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	**Is the school complying with governance requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountablility tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a Student Rights	**Is the school protecting the rights of all students?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitement and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

		Result	Points Possible	Points Earned
Measure 4b Credentialing	**Is the school meeting teacher and other staff credentialing requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

		Result	Points Possible	Points Earned
Measure 4c Employee Rights	**Is the school complying with laws regarding employee rights?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

		Result	Points Possible	Points Earned
Measure 4d Background Checks	**Is the school completing required background checks?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT

		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	**Is the school complying with facilities and transportation requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupance or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

		Result	Points Possible	Points Earned
Measure 5b Health and Safety	**Is the school complying with health and safety requirements?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

		Result	Points Possible	Points Earned
Measure 5c Information Handling	**Is the school handling information appropriately?**			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				**25.00**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES

25

		Result	Points Possible	Points Earned
Measure 1a Current Ratio	**Current Ratio: Current Assets divided by Current Liabilities**			
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	Ratio is 2.41	50	50.00
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1b Unrestricted Days Cash	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	19.93 days cash	10	10.00
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				10.00
Notes				

		Result	Points Possible	Points Earned
Measure 1c Enrollment Variance	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 98.15%	50	50.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d Default	**Default**			
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50	50.00
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
				50.00
Notes				

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES

		Result	Points Possible	Points Earned
Measure 2a **Total Margin and Aggregated 3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues**			
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*	Current year is 0.09 and aggregated is 0.001	50	50.00
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .41	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50.00
Notes				

		Result	0	Points Earned
Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**			
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. *Note: Schools in their first or second year of operation must have positive cash flow.*	Multi-year cumulative is $129,731 & each year is positive	50	50.00
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
				50.00
Notes				

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
				50.00
Notes	The school has only operating leases for its facility.			

"Performance-based accountability is the cornerstone of charter schools."

Alison Consoletti, The Center for Education Reform

ANOTHER CHOICE VIRTUAL SCHOOL
2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE	
The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.	
Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS	
Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.	
Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.		
School Location	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	**School Phone**	(208) 475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	**Enrollment (Actual)**	477

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Kelsey Williams	Administrator
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	23%	26%	N/A	N/A
Limited English Proficiency	2%	6%	N/A	N/A
Special Needs	29%	10%	N/A	N/A
Free and Reduced Lunch	N/A	49%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	8%
Percentage of students meeting or exceeding proficiency in English Language Arts	26%
Percentage of students meeting or exceeding proficiency in Science	41%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	18%

SCORECARD ANOTHER CHOICE VIRTUAL SCHOOL 2016-2017

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	4		
District Proficiency Comparison	2a	50	0	50	0	50	8	50	0
	2b	50	0	50	0	50	4	50	0
Criterion-Referenced Growth	3a	100	0			50	4		
	3b	100	0			50	11		
Norm-Referenced Growth	4a			100	0	50	23	50	0
	4b			100	0	50	14	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	143	300	0
% of Academic Points			0%		0%		27%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	25
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	15
	2b	25	25
	2c	25	25
Governance & Reporting	3a	25	25
	3b	25	25
	3c	25	15
	3d	25	0
	3e	25	25
	3f	25	25
School Environment	4a	25	25
	4b	25	25
Additional Obligations	5a	25	25
Total Operational Points		400	355
% of Operational Points			89%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	50
	1b	50	0
	1c	50	10
	1d	50	50
Sustainability	2a	50	50
	2b	50	50
	2c	50	50
	2d	50	50
Total Financial Points		400	310
% of Financial Points			78%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	27%	0%	75% - 100%	NA	90% - 100%	89%	85% - 100%	78%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	X	0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	X	0 - 14	4
				4
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON				
Measure 2a	**Do math (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	X	0 - 14	8
				8
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

Measure 2b	**Do ELA (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	X	0 - 14	4
				4
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth in math.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	18	0-12	4
				4
Notes				

Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth ELA	**Exceeds Standard:** At least 85% of students are making adequate academic growth in ELA.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	44	0-12	11
				11
Notes				

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)

Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth Math	**Exceeds Standard:** The school's median student growth percentile in math falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.	40	13-25	23
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		0-12	0
				23
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.	31	13-25	14
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		0-12	0
				14
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	**Are students graduating from high school on time?**	**Result**	**Points Possible**	**Points Earned**
Four-Year Adjusted Cohort Graduation Rate				
	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either:			
	a) had a four-year ACGR of 80% - 89% OR		100	
	b) had a four-year ACGR of at least 66% AND met its progress goal.			
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.	34	75	75
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				75
	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. ACVS's progress goal for 2017 was 30%.				
Notes	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)			
	The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.			

OPERATIONAL

INDICATOR 1: EDUCACTIONAL PROGRAM				
Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25

OPERATIONAL

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes	No instances of non-compliance documented.			

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
Financial Reporting and Compliance				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				15
Notes	The school's third-quarter financial report, due May 1, 2017, was received May 3, 2017.			

Measure 2b	**Is the school following General Accepted Accounting Principles (GAAP)**	**Result**	**Points Possible**	**Points Earned**
GAAP				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 2c	**Is the school successfully enrolling the projected number of students?**	**Result**	**Points Possible**	**Points Earned**
Enrollment Variance				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	100%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3b	**Is the board fulfilling its oversight obligations?**	**Result**	**Points Possible**	**Points Earned**
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.	No instances of non-compliance documented	25	25
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				25
Notes				

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15
Notes	The school's calendar, due to the SDE on May 31, 2017, was submitted June 28, 2017.			

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0
				0
Notes	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of November 6, 2017.			

OPERATIONAL

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	**Is the school complying with transportation requirements?**	**Result**	**Points Possible**	**Points Earned**
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				25
Notes				

Measure 4b	**Is the school complying with facilities requirements?**	**Result**	**Points Possible**	**Points Earned**
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				25
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM				
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**	**Result**	**Points Possible**	**Points Earned**
Current Ratio		Current Ratio:		
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	2.72	50	50
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50
Notes				
Measure 1b	**Current Ratio: Cash divided by Current Liabilities**	**Result**	**Points Possible**	**Points Earned**
Cash Ratio		Cash Ratio:		
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).		50	
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	0.79	0	0
				0
Notes				
Measure 1c	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**	**Result**	**Points Possible**	**Points Earned**
Unrestricted Days Cash		No. of Days Cash:		
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	22	10	10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				10
Notes				
Measure 1d	**Default**	**Result**	**Points Possible**	**Points Earned**
Default				
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.	No Default Noted	50	50
	Does Not Meet: School is in default of financial obligations.		0	
				50
Notes				

	INDICATOR 2: SUSTAINABILITY	Result	Points Possible	Points Earned
Measure 2a	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**			
Total Margin and Aggregated		Aggregated 3-Year Totals:		
3-Year Total Margin	**Meets Standard:** Aggregated 3-yar Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the*	3.45%	50	50
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

		Result	Points Possible	Points Earned
Measure 2b	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
Debt to Asset Ratio		Ratio is:		
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.34	50	50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.34) to "Falls Far Below Standard" (1.49). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			

		Result	Points Possible	Points Earned
Measure 2c	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**			
Cash Flow		Multi-Year Cumulative is:		
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.	$120,075	50	50
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				50
Notes				

FINANCIAL

		Result	Points Possible	Points Earned
Measure 2d	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
Debt Service Coverage Ratio		Ratio is:		
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	2.43	50	50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

ANOTHER CHOICE VIRTUAL SCHOOL --- MISSION-SPECIFIC FRAMEWORK

The mission-specific measures below are not part of the school's current performance framework. The outcomes are included here to recognize the school's achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS

		Result	Points Possible	Points Earned
Measure 1	**Is the school ensuring that secondary students successfully complete coursework?**			
	Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.	89.10%	100	100
	Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80	
	Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40	
	Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		0	
				100.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.			

		Result	Points Possible	Points Earned
Measure 2	**Is the school ensuring that elementary students make appropriate academic growth in language arts?**			
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.	53.73%	40	40
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		0	
				40.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

		Result	Points Possible	Points Earned
Measure 3	**Is the school ensuring that elementary students make appropriate academic growth in math?**			
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.	60.65%	40	40
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		0	
				40.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

Measure 4	Is the school encouraging special education students' motivation to learn?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.	70.27%	80	80
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			

Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.	63%	40	40
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				40.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			

Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.	85%	80	80
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				0.00
Notes	Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.			
	The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.			
	ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool. Due to small sample size, no result is available for the 2016-17 school year.			

SCORECARD **Another Choice Virtual School** **2020-2021**

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	NA*	50	NA*	50	NA*		
	1b	50	NA*	50	NA*	50	NA*		
District Proficiency Comparison	2a	50	NA*	50	NA*	50	NA*	50	NA*
	2b	50	NA*	50	NA*	50	NA*	50	NA*
Criterion-Referenced Growth	3a	100	NA*			50	NA*		
	3b	100	NA*			50	NA*		
Norm-Referenced Growth	4a			100	NA*	50	NA*	50	NA*
	4b			100	NA*	50	NA*	50	NA*
Post-Secondary Readiness	5a			125	NA*	125	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	525	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	0
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	0
	2b	25	0
	2c	25	0
Governance & Reporting	3a	25	0
	3b	25	0
	3c	25	0
	3d	25	0
	3e	25	0
	3f	25	25
School Environment	4a	0	
	4b	25	25
Additional Obligations	5a	25	0
Total Operational Points		375	125
% of Operational Points			33%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	NA*
	1b	50	NA*
	1c	50	NA*
	1d	50	NA*
Sustainability	2a	50	NA*
	2b	50	NA*
	2c	50	NA*
	2d	50	NA*
Total Financial Points		400	NA*
% of Financial Points			NA*

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	NA	80% - 89%	33%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

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All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON

		Result	Points Possible	Points Earned
Measure 1a	**Do math proficiency rates meet or exceed the state average?**			
Math Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	School	NA	NA
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	17%	NA	NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	State	NA	NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	40%		
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

			Points Possible	Points Earned
Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**			
ELA Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	School	NA	NA
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	43%	NA	NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	State	NA	NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	55%		
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

ACADEMIC K-12

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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			Points Possible	Points Earned
Measure 2a	**Do math (or similar subject area) proficiency rates meet or exceed the district average?**			
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA	NA
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	17%	NA	NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	District	NA	NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	33%		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

			Points Possible	Points Earned
Measure 2b	**Do ELA (or similar subject area) proficiency rates meet or exceed the district average?**			
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA	NA
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	43%	NA	NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	District	NA	NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	57%		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

ACADEMIC K-12

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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a	**Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?**		**Points Possible**	**Points Earned**
Criterion-Referenced Growth Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth in math.	NA	NA	NA
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.	NA	NA	NA
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.	NA	NA	NA
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.			
Notes				

Measure 3b	**Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?**		**Points Possible**	**Points Earned**
Criterion-Referenced Growth ELA	**Exceeds Standard:** At least 85% of students are making adequate academic growth in ELA.	NA	NA	NA
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.	NA	NA	NA
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.	NA	NA	NA
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.			
Notes				

ACADEMIC K-12

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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
Measure 4a	**Are students making expected academic growth in math compared to their academic peers?**		**Points Possible**	**Points Earned**
Norm-Referenced Growth Math	**Exceeds Standard:** The school's median student growth percentile in math falls between the 66th and 99th percentile.	NA	NA	NA
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.	NA	NA	NA
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.	NA	NA	NA
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.			
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	**Are students making expected academic growth in English Language Arts compared to their academic peers?**		**Points Possible**	**Points Earned**
Norm-Referenced Growth ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.	NA	NA	NA
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.	NA	NA	NA
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.	NA	NA	NA
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.			
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

ACADEMIC K-12

Another Choice Virtual Charter School

2020-2021

	INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	**Are students graduating from high school on time?**	**Points Possible**	**Points Earned**
Four-Year Adjusted Cohort Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.	NA	NA
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.	NA	NA
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.	NA	NA
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		
Notes	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.		

OPERATIONAL

Another Choice Virtual Charter School

2020-2021

INDICATOR 1: EDUCACTIONAL PROGRAM

Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25
Notes				

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.		25	
	Partially Meets **Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	School has open corrective action plan with SDE regarding Title One audit findings that must be resolved.			

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr.McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.			

Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
GAAP				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	The IPCSC's investigation found that proper separation of duties and/or internal controls were not in place for Dr. Sandidge with regards to her role as principal of the school and as co-owner of various companies the school contracted with. Decisions she made to hire contractors for a company she owns were the same decisions that impacted the contractual payments from the school to the company.			

Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.		25	
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	88.33%	0	0
				0
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.			

INDICATOR 3: GOVERNANCE AND REPORTING

Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor's Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.			

Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	0
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.	see note	0	0
				0
Notes	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director. Based on IPCSC review, the board's policies appear to be incomplete.			

OPERATIONAL

Another Choice Virtual Charter School

2020-2021

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
Notes	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.			

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.			

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.			

Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 4: SCHOOL ENVIRONMENT

Measure 4a Transportation	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				0
Notes	This measure does not apply to online schools.			

Measure 4b Facilities	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				25

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Another Choice Virtual Charter School

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INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.			

FINANCIAL

Another Choice Virtual Charter School

2020-2021

INDICATOR 1: NEAR-TERM

		Result	Points Possible	Points Earned
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**			
Current Ratio		3.94		
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		NA	NA
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		NA	NA
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Current Ratio: Cash divided by Current Liabilities**			
Cash Ratio		1.7		
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).		NA	NA
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		NA	NA
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 1c	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**			
Unrestricted Days Cash		41		
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		NA	NA
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		NA	NA
	Falls Far Below Standard: Fewer than 15 Days Cash.		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 1d	**Default**			
Default		None		
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.		NA	NA
	Does Not Meet: School is in default of financial obligations.		NA	NA
			NA	NA
Notes				

INDICATOR 2: SUSTAINABILITY

		Result	Points Possible	Points Earned
Measure 2a	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**			
Total Margin and Aggregated		-9.50% 1.14%		
3-Year Total Margin	**Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		NA	NA
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		NA	NA
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 2b	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
Debt to Asset Ratio		0.24		
	Meets Standard: Debt to Asset Ratio is less than 0.9.		NA	NA
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		NA	NA
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 2c	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**			
Cash Flow		Multi - ($626,381) Recent One - ($717,507) Previous One - $91,126		
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.		NA	NA
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		NA	NA
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		NA	NA
Notes				

		Result	Points Possible	Points Earned
Measure 2d	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
Debt Service Coverage Ratio		-1.98		
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		NA	NA
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		NA	NA
			NA	NA
Notes				

Longitudinal Another Choice Virtual Charter School 2020-2021

Another Choice Virtual School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			0%	NA	NA	
	1b			0%	NA	NA	
District Proficiency Comparison	2a			19%	NA	NA	
	2b			13%	NA	NA	
Criterion-Referenced Growth	3a			7%	NA	NA	
	3b			21%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	60%	24%	60%	NA	NA	
% of Possible Academic Points for this School		**27%**	**27%**	**30%**	NA	NA	

OPERATIONAL	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%	100%	75%	
Financial Management	2a - 2c	87%	87%	100%	100%	0%	
Governance & Reporting	3a - 3f	77%	100%	87%	100%	17%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	0%	
% of Possible Operational Points for this School		**89%**	**97%**	**95%**	**100%**	**33%**	

FINANCIAL	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	90%	100%	100%	NA	
% of Possible Financial Points for this School		**78%**	**95%**	**100%**	**100%**	NA	

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Critical	Critical	Critical	N/A	N/A	
Mission Specific	N/A	N/A	N/A	N/A	N/A	
Operational	Good Standing	Honor	Honor	Critical	Critical	
Financial	Good Standing	Honor	Honor	Honor	N/A	

Idaho Public Charter School Commission
New Framework-Annual Report Response Form

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by January 10, 2021.

Instructions

A. Please select the correlating measure under "Choose an Item" that directly relates to the need for correction/contextual information.

B. Label and attach supporting documentation as applicable.

PERFORMANCE FRAMEWORK	*CORRECTION or CONTEXTUAL INFORMATION*
Choose an Item(Academic) Choose an Item(Operational) Choose an Item (Financial)	The school bylaws and articles of incorporation have been amended. **EXAMPLE**
	**Please provide a brief description of correction or contextual information.*
Choose an Item (Academic) Choose an Item(Operational) Choose an Item(Financial)	Academic: During discussions during the 2021.2022 school year ACVS was told our comparison group was challenging due to our student population. It was understood that ACVS would be compared to alternative schools, however, we were compared to all virtual schools in Idaho. See Attachment A.
	**Please provide a brief description of correction or contextual information.*
Choose an Item(Academic) Governance | Board Stewardship Choose an Item(Financial)	Operational: Clarification on Board Stewardship is found in Attachment A ACVS Supporting Documentation.

Ex.-Supporting Documentation	*Example: Attachment A.- "July 2020 Bank Statement"*
#1-Supporting Documentation	**Attachment A - ACVS Supporting Documentation**
#2-Supporting Documentation	
#3-Supporting Documentation	
#4-Supporting Documentation	
#5-Supporting Documentation	
#6-Supporting Documentation	

PERFORMANCE FRAMEWORK	*CORRECTION or CONTEXTUAL INFORMATION*
Choose an Item(Academic) Governance | Management Choose an Item (Financial)	**Please provide a brief description of correction or contextual information.* Operational: Clarification on Board Management is found in Attachment A ACVS Supporting Documentation.
Choose an Item (Academic) Choose an Item(Operational) Unrestricted Days Cash	**Please provide a brief description of correction or contextual information.* Financial: Clarification on unrestricted days cash t is found in Attachment A ACVS Supporting Documentation.
Choose an Item(Academic) Choose an Item(Operational) Financial | Near Term Health	**Please provide a brief description of correction or contextual information.*

Ex.-Supporting Documentation	*Attachment A.- "July 2020 Bank Statement"*
#7-Supporting Documentation	
#8-Supporting Documentation	
#9-Supporting Documentation	
#10-Supporting Documentation	
#11-Supporting Documentation	
#12-Supporting Documentation	

Attachment A – ACVS Supporting Documentation

Academic Supporting Documentation:

ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

> ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully

compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:
ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

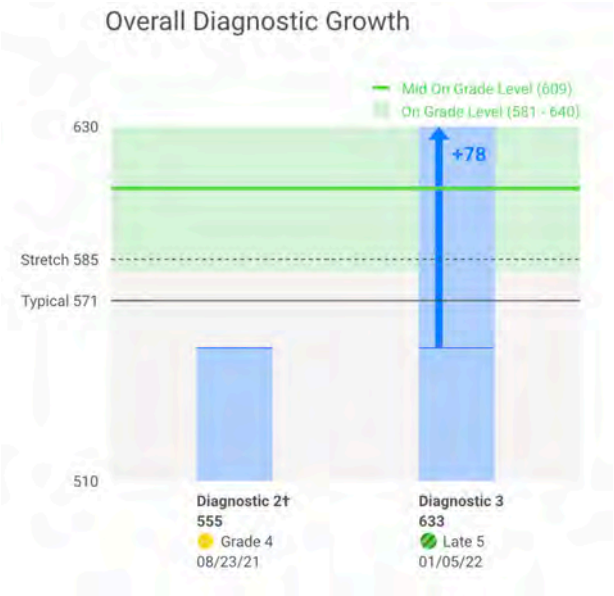
While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard	

Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard
Student B	2/12 Below Standard	6/12 At/Near Standard	8/12 At/Near Standard
Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard

Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	2/10 Below Standard	8/10 Above Standard	
Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	1/10 Below Standard	2/10 Below Standard	

As a school we have not just looked at our middle school students. All grades are concentrating on academic improvement and reviewing data continually. This is an example of one 5th grade student and the overall growth they have experienced in the first semester of our 2021.2022 school year:



While this represents the growth of one 5th grade student many others are demonstrating growth as well due to the conscious efforts of our teachers and staff and students.

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress

data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

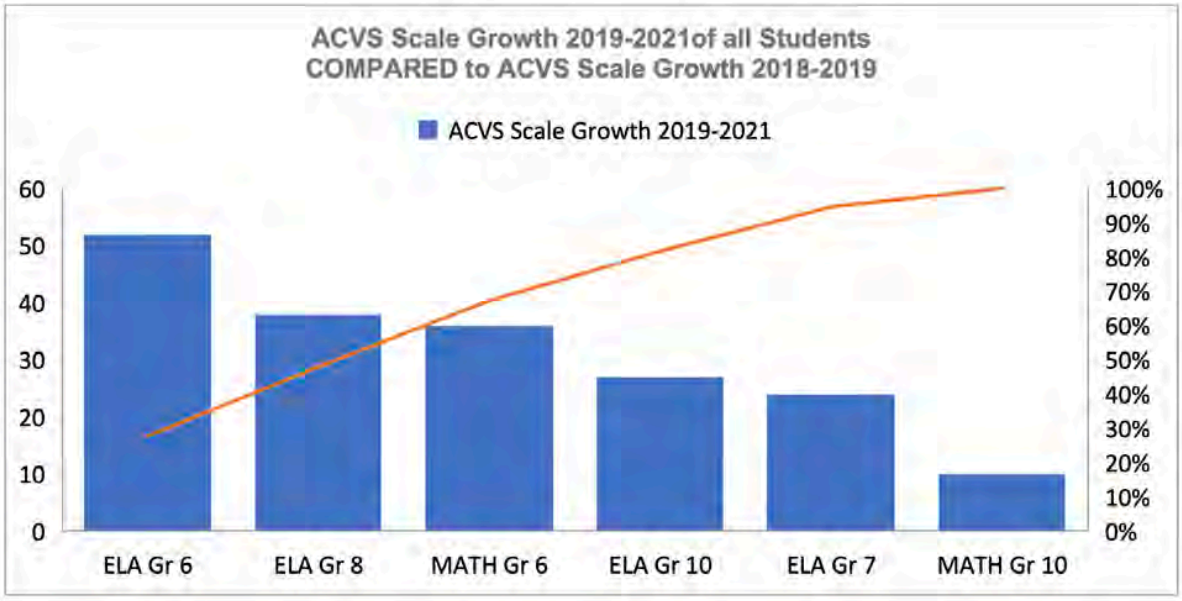
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the

growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



Board Stewardship Supporting Documentation:

The annual report states: The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22. The Board immediately sought counsel from our legal team to ensure that our procurement procedures were firmly in place. It is acknowledged that during the Covid-19 pandemic things moved slower than would have been desired. However, upon the completion of our counsel's extensive review the Board posted in July and subsequently awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

Board Management Supporting Documentation:

Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand

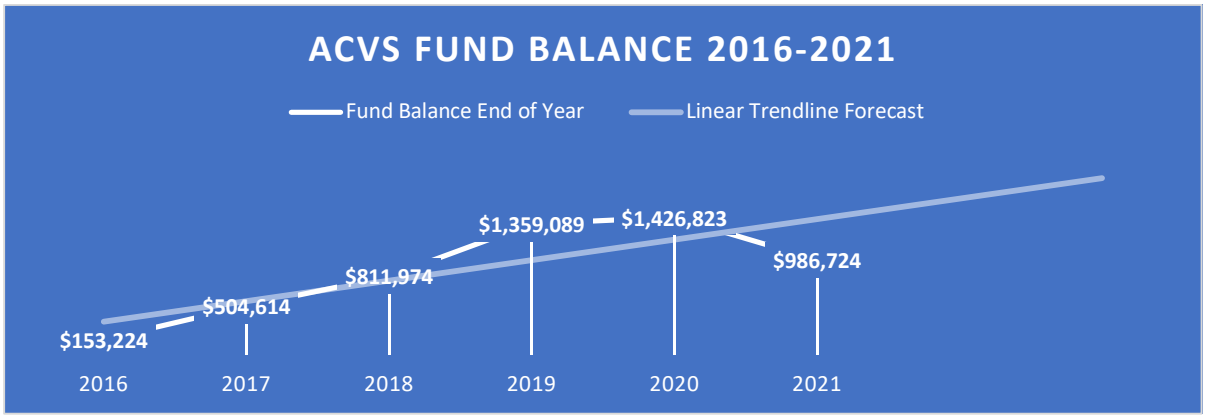
is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission.

Financial Outcomes Supporting Documentation:

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the "Accountability Designation" of "Honor" in the "Financial Outcome" component. In 2020 / 2021 the "Accountability Designation" was determined to be "N/A". According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS's Fiscal Accountability was considered exemplary and was provided with a designation of "Honor", which is above and beyond the designation of "Good Standing".

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and addressed the "Net Change in Fund Balance" as follows:

> Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1½ - 3-month recommendation.**



304 North 8th Street, Room 242
P.O. Box 83720 • Boise, ID 83720-037
208-332-1561 • pcsc@osbe.idaho.gov

1/12/21

Another Choice Virtual Charter School
1014 Hemingway Blvd
Nampa, ID 83651
Delivered via email

Dear ACVS School Board and Administration,

After review of the FY21 Annual Report Response Form submitted by ACVS on 1/10/22, I am writing to inform you that no changes to the annual report will be made. The report is released to you in its final format through the ShareFile secure transfer folder. This report will be posted on the IPCSC website by January 30th. Your report response and this letter will be included in your Renewal Portfolio.

Your report response form notes four areas of concern. I will address each briefly.

1. The annual report response form indicates that the school does not agree with the data presented across all measures of the academic section of the FY21 annual report. The school states that it was under the impression that academic performance outcomes would be compared to those of alternative schools, not virtual schools.

   While it is true that Dr. Sandidge and I discussed the potential of creating a custom comparison group and amending the school's current performance certificate to reflect that change, two factors contributed to the change not being made. First, Dr. Sandidge did not respond to a request for confirmation of the potential comparison group; subsequently, the amendment was never drafted, considered, or signed by either party. IPCSC policy, Section V.B.v states: "If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment." In this case the amendment was not completed and the performance certificate reverted to the original comparison group of all virtual schools.

   Second, while Dr. Sandidge states that the student body is largely at-risk, data reported to the State Board of Education by the school does not support that the school serves proportionately more at-risk students than the local district. Additional, verifiable data will need to be provided should this amendment be considered again in the future.

2. The annual report response form contests the ratings earned on Operational Measures 3a and 3b (regarding governance) in the FY21 annual report. The response form states the timeline by which the school's governing board took action to correct the noted procurement issues. The

response form further explains that the pandemic caused a delay of over a year in the board's ability to take action.

The school administrator and board chair were initially made aware of the concerns in April of 2020. The IPCSC completed its investigation in September of 2020, issuing a final letter stating the outstanding concerns. The governing board initiated a bid process in July of 2021. This timeline is not contested by either party. While I am sensitive to the impact of the pandemic, the board's ability to research, seek training, and discuss the issue with legal counsel were not prevented by the pandemic, nor does a state of pandemic absolve the board of its responsibility to ensure that the school is operating within the boundaries of the law. The argument presented is insufficient to warrant a change in the earned rating on these measures.

3. The annual report response form indicates that the school contests the "does not meet standard" rating on Operational Measure 5a. The response form includes information stating that the stipulation issued by the Professional Standards Commission is not required to be completed until 2025, and that as the IPCSC did not inform the school of an expectation of an earlier due date, the rating is unwarranted.

   Measure 5a of the FY21 annual report issued by the IPCSC includes the following note: "Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts."

   The school earned a "Does Not Meet Standard" rating on this measure because the stipulation was issued. While the lack of urgency on the part of the administrator and governing board to ensure that this crucial training is completed is quite concerning, it was not a factor in the rating of this measure, and therefore no change will be made.

4. The annual report response form indicates that the school generally contests the financial data reported in the FY21 annual report. The school does not appear to be contesting the data, but rather presents an argument stating that the reason the school's fund balance is low is due to the fact that the SDE withheld funds. Further, the school presents previous year's financial framework ratings as indication that the school is financially successful.

   It is unclear which measure the school is referring to, specifically in this section of the response form. The financial framework data reported in the FY21 annual report is drawn directly from the school's independent fiscal audit. The calculations are accurate. It appears that this section of the school's annual report response form is addressing the renewal recommendation, which does indicate general financial concern, rather than identifying an error or correction necessary on any given measure of the annual report.

   Indirectly, the annual report response form does appear to address the cash flow measure. The school notes that its year end fund balance for FY21 was significantly lower than normal due to the State Department of Education's decision to withhold funds mid-year. Importantly, the cause of this withholding was inaccurate reporting by the school that resulted in the school being issued more funding than it was eligible for. Once the SDE identified the problem, the

error was corrected. The school received accurate funding. Unfortunately, due to inaccurate reporting, and poor checks and balances in the school's operations, the school built a budget and staff around an inflated assumption of revenue.

While the school has previously earned ratings of "honor" on the measures of the financial framework, the FY21 annual report only considers FY21. In this case the ratings are accurate and no changes will be made.

The annual report response form is intended to provide an opportunity for charter schools to review the report for the purpose of identifying any inaccuracies in the reported data. While I appreciate ACVS's willingness to engage in this process, much of the content included in the annual report response form may be more applicable to the renewal hearing than a direct response to the FY21 annual report.

Sincerely,

Jenn Thompson
Director, Idaho Public Charter School Commission

IPCSC
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Annual Performance Report 2021

Another Choice Virtual Charter School

Mission Statement: Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.

Chair/President	Dr. John Kelleher
Treasurer/Secretary	Misty Puckett
Administrator	Dr. Laura Sandidge
Business Manager	Ross Jones
School Location	1014 W. Hemingway Blvd., Nampa
School Phone	208-475-4274

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Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.

Another Choice Virtual School Performance Certificate: ACVS Performance Certificate

Performance Framework: IPCSC Performance Framework

Current Term: 2017-2022

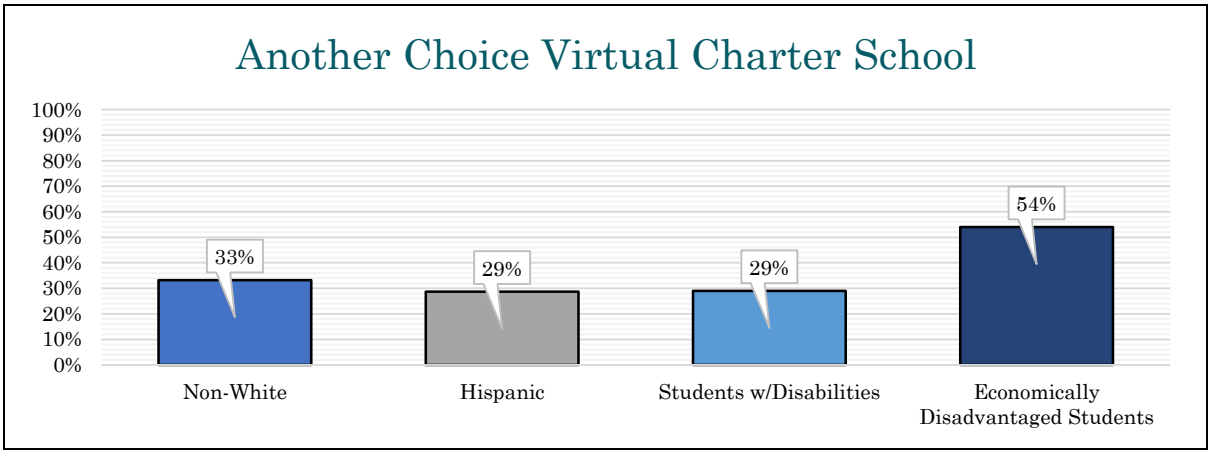
School Overview

Model:	Virtual
Enrollment Capacity:	514
Grades Served:	K-12
Enrollment Projected FY22:	514

Key Design Elements:

- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.
- Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that a educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:
    i. Various online curriculums to provide core instruction.
    ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
    iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
    iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
    v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
    vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

2021 ANOTHER CHOICE VIRTUAL CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



2020-2021 Annual Snapshot

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

ACADEMIC OUTCOMES:	
Math Proficiency	17%
Math Growth	*Data Not Available for 2020-2021*
ELA Proficiency	43%
ELA Growth	*Data Not Available for 2020-2021*
Literacy Proficiency	FALL IRI: 50 SPRING IRI: 47
College & Career Readiness	

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	3.94
Unrestricted Days Cash	41
Default	None
Enrollment Variance	88.33%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	DOES NOT MEET STANDARD
Governance Oversight	DOES NOT MEET STANDARD
Governance Compliance	DOES NOT MEET STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin 3 Yr. Aggregate Margin	TM: -9.50% 3YR: 1.14%
Cash Flow Multi-Year Cash Flow	CF: -$717,507 MY: -$626,381
Debt Service Coverage Ratio	-1.98
Debt Asset Ratio	.24
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	DOES NOT MEET STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	DOES NOT MEET STANDARD

Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year. Academic outcomes are available but will not be rated for the 2020-2021 school year.

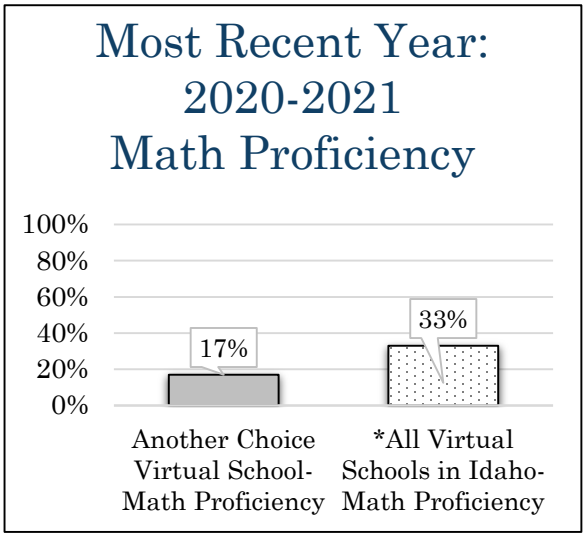
Academic Outcomes

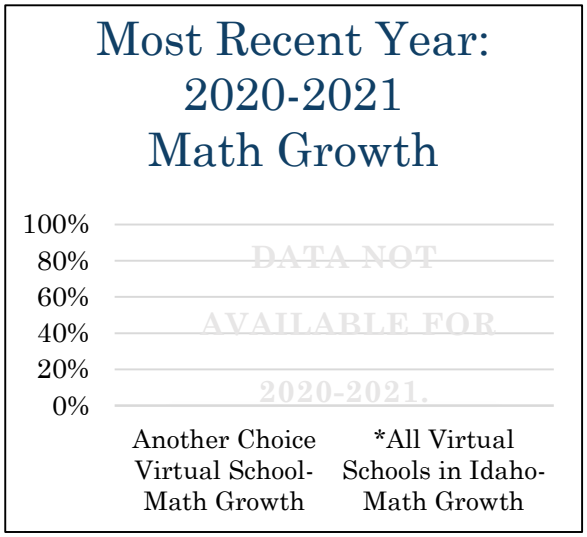
MATH PROFICIENCY & MATH GROWTH

Why This Matters:
The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho





RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

*Please see the Performance Framework Rubrics for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

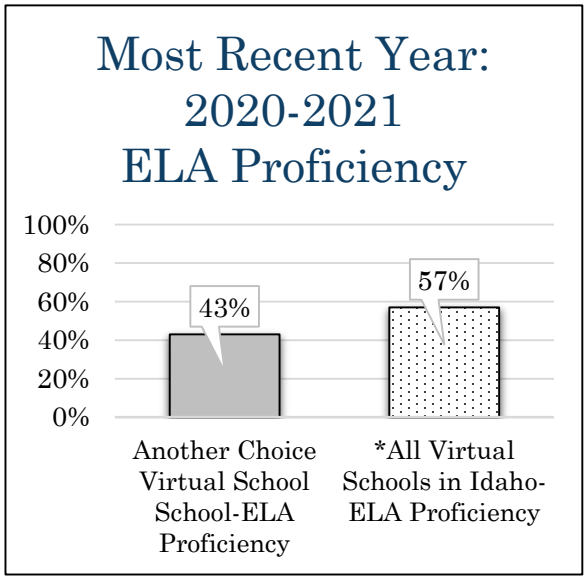
Academic Outcomes

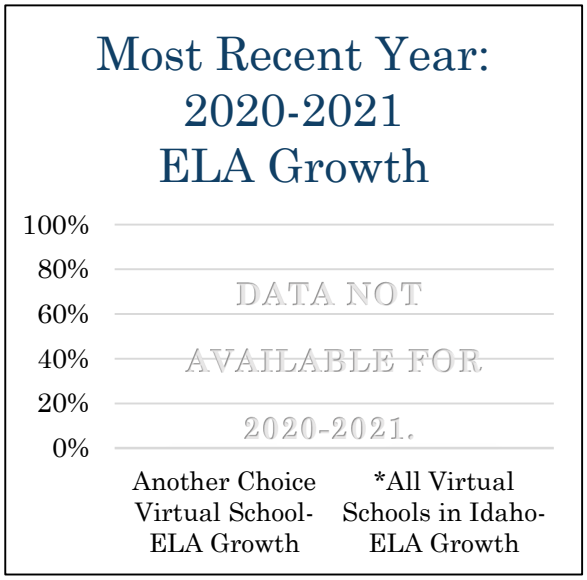
ELA PROFICIENCY & ELA GROWTH

Why This Matters:
The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho





RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

*Please see the Performance Framework Rubrics for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

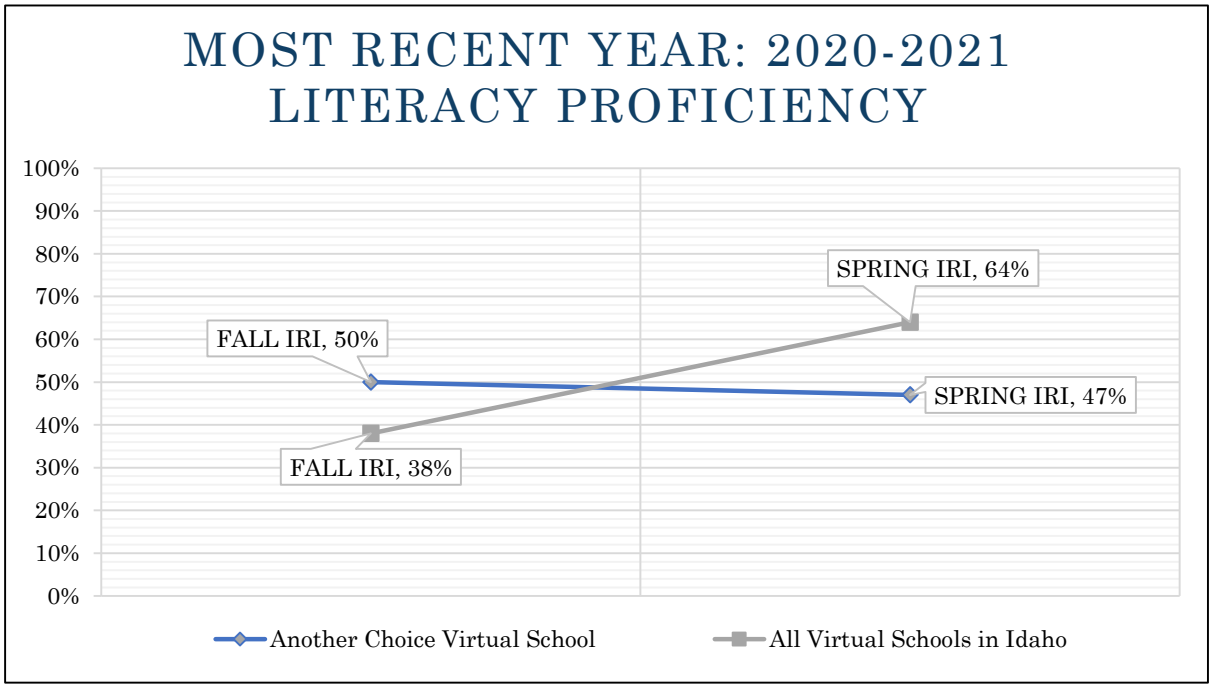
Academic Outcomes

LITERACY PROFICIENCY

Why This Matters:
The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

*Please see the Performance Framework Rubrics for details regarding how each measure is rated.

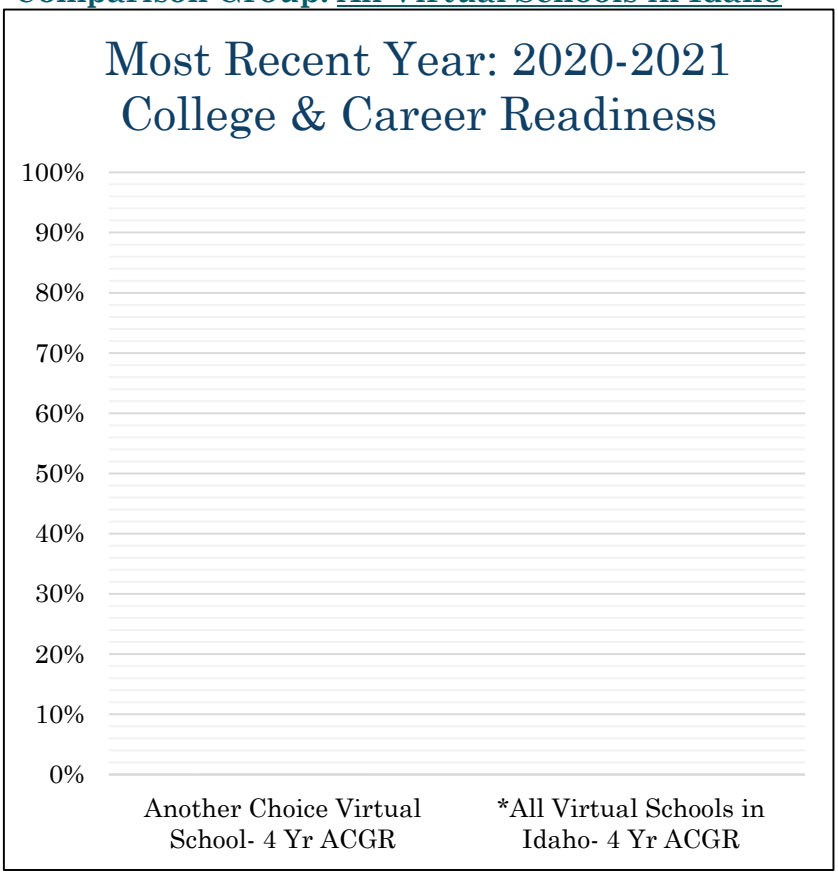
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	**Rating Not Applicable for 2020-2021**	Not Applicable for 2020-2021 School Year

Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:
The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: All Virtual Schools in Idaho



If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term.

If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

*Please see the Performance Framework Rubrics for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	**Ratings Not Applicable for 2020-2021**	Not Applicable for 2020-2021 School Year.

Longitudinal Academic Ratings | 2017-2022

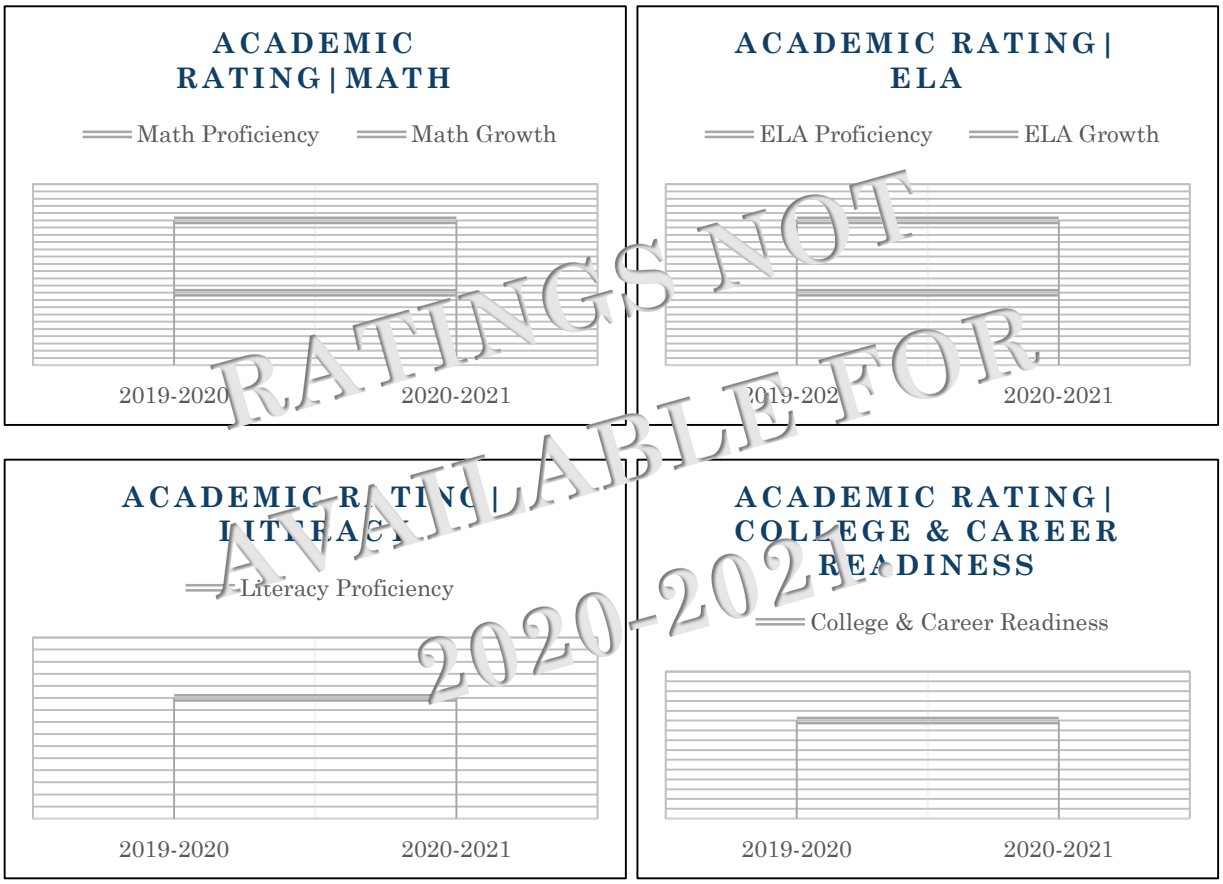
Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

School Year	ACADEMIC GEN ED OUTCOME
2017-2018	CRITICAL
2018-2019	CRITICAL

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are sued to inform charter renewal decisions, the IPCSC chose to suspend ratings for the 2020-21 school year due to the anticipated impact of the pandemic.



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC

Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:
At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. *Please see the Performance Framework Rubrics for details regarding how each measure is rated.

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Structure Measure	**Data/Evidence Source**
The board bylaws are compliant with ID law.	Bylaws 06/04/2021. *Please provide an updated copy if any amendments have been made as of 7/1/21.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 11/7/2008.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into ethical behavior or conflict of interest regarding any board director this year.	Kevin McLaren was the subject of an investigation into financial mismanagement by the IPCSC beginning in 9/30/2020;
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context: Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr.McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Oversight Measure	**Data/Evidence Source**
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not maintain compliant policies.	Based on IPCSC review, the board's policies appear to be incomplete.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did not conduct a compliant evaluation of their school leader or management organization.	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director.
Comments/ Context:	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance Measure	**Data/Evidence Source**
The IPCSC did issue courtesy letters to the school noting compliance concerns this year.	Formal letters issued August 21, 2020, March 16, 2021 and May 12, 2021.
Another investigative body was notified of concerns at this school this year.	Professional Standards Commission and Canyon County Prosecutor notified this year.
Comments/ Context: 8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor's Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.	

Operational Outcomes

MANAGEMENT

Why This Matters:
The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

STANDARD RATING: EXCEEDS STANDARD	
Student Services	**Data/Evidence Source**
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2020-2021
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Data Security and Information Transparency	**Data/Evidence Source**
The school's website is not compliant and updated appropriately.	See comment below.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did experience compliance issues with public records requests.	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.
Comments/ Context: The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	**Data/Evidence Source**
The school's occupancy certificate is current.	*No instances of non-compliance documented. *Please provide an updated copy for the 2020-2021 school year to IPCSC staff.*
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. *Please provide an updated copy for the 2020-2021 school year to IPCSC staff.*
The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.	*No instances of non-compliance documented.
The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021	*No instances of non-compliance documented.
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Operational Compliance	**Data/Evidence Source**
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	School has open corrective action plan with SDE regarding Title One audit findings that must be resolved.
Comments/ Context: Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.	

Longitudinal Operational Ratings | 2017-2022

Board Stewardship

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

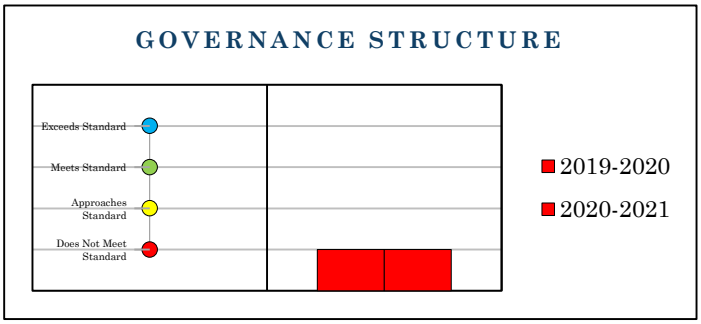
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

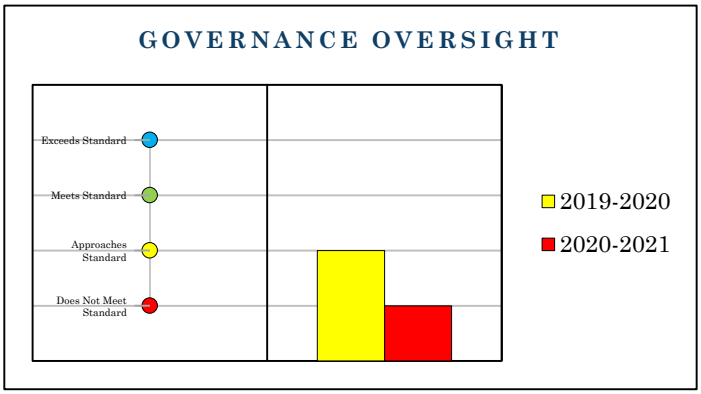
Operational Ratings | Historical Framework

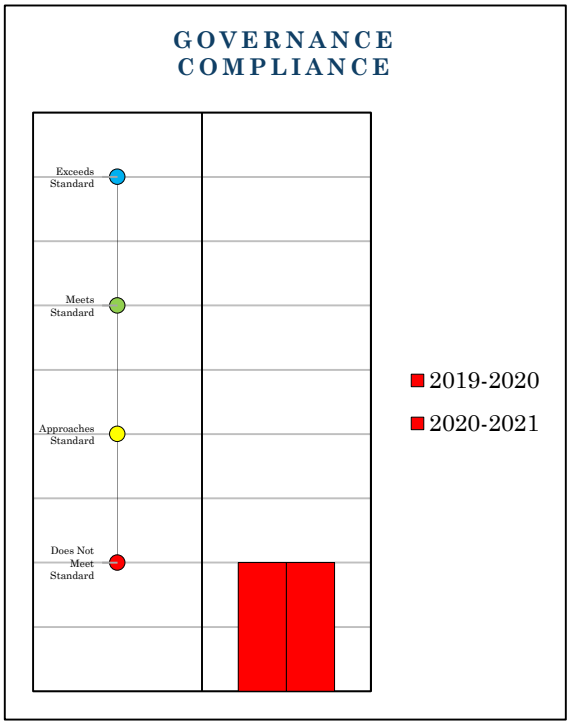
School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

Operational Ratings: Board Stewardship | Revised Framework







Longitudinal Operational Ratings | 2017-2022

Management

Longitudinal data provides a snapshot of a school's ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

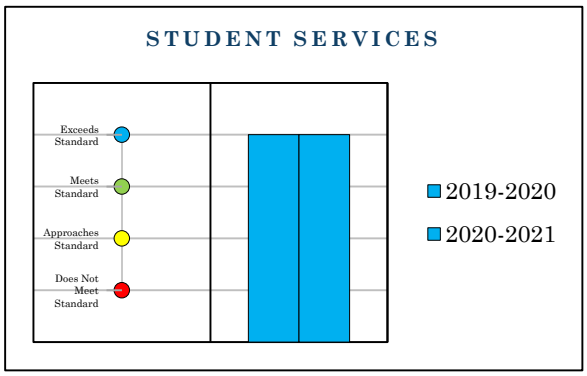
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

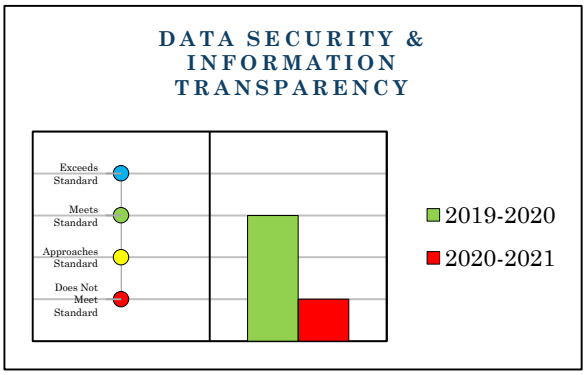
Operational Ratings | Historical Framework

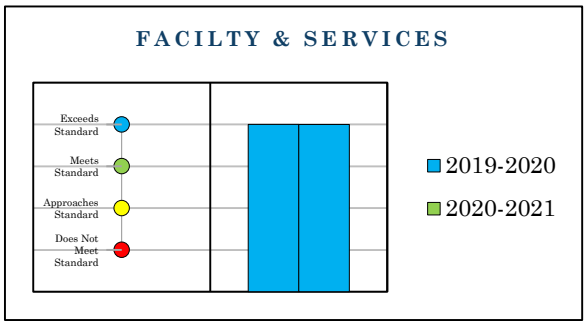
School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

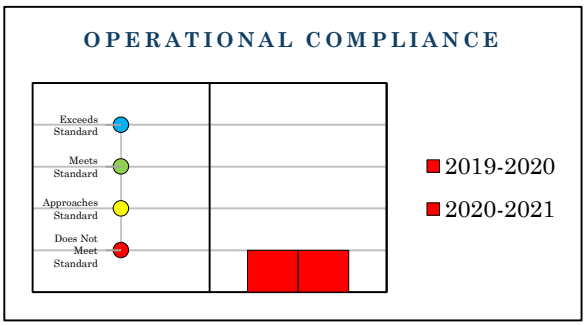
Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

Operational Ratings: Management | Revised Framework









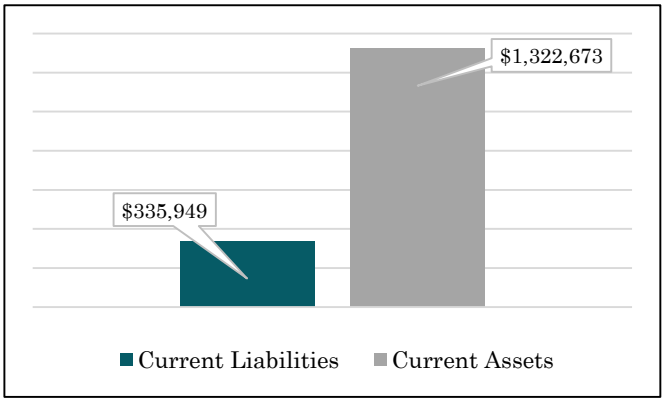
Financial Outcomes

NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.
*Please see the Performance Framework Rubrics for details regarding how each measure is rated.

Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio 3.94	Ratings Not Applicable for 2020-2021



Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the next year without relying on future revenue.

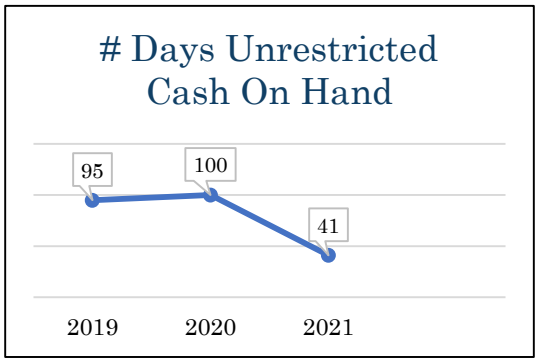
A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

Unrestricted Days Cash

The school has between 30- and 60-days cash on hand, but the 1-year trend is negative.	41 Days	Ratings Not Applicable for 2020-2021

Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.



A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.

Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021

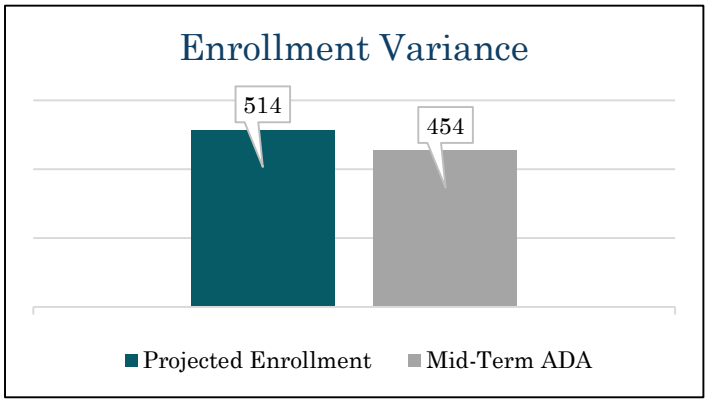
Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Enrollment Variance

The school achieved and sustained less than 90% of its projected enrollment and did not provide a mid-year amended budget evidencing a break-even financial plan.	Enrollment Variance 88.33%	Ratings Not Applicable for 2020-2021



Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes

SUSTAINABILITY MEASURES

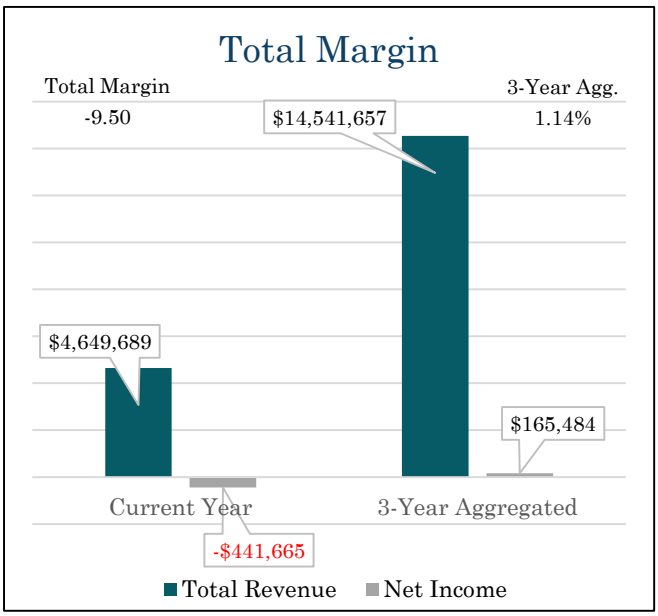
These measures help determine whether a school is likely to remain financially stable into the future.

Total Margin

The school's aggregated 3-year total margin is less than or equal to -1.5%.	CY Total Margin -9.50% 3-Year Aggregated 1.14%	Ratings Not Applicable for 2020-2021

Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.



An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.

Cash Flow

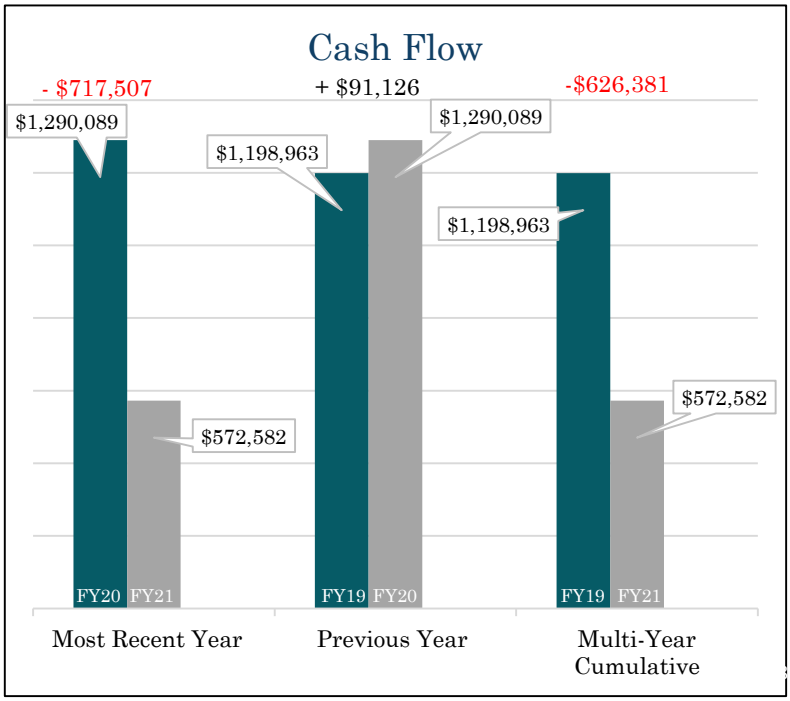
The school's multi-year cumulative cash flow is negative.	Most Recent Year $-717,507 Previous Year $91,126 Multi-Year $-626,381	Ratings Not Applicable for 2020-2021

Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

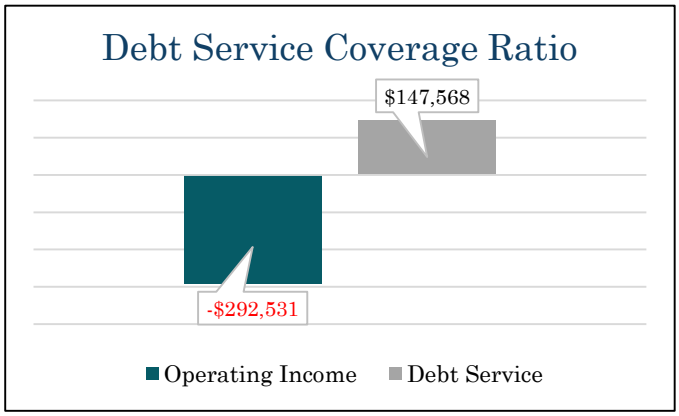
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

The school's debt service coverage ratio is less than .9	Debt Service Coverage Ratio -1.98	Ratings Not Applicable for 2020-2021



Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

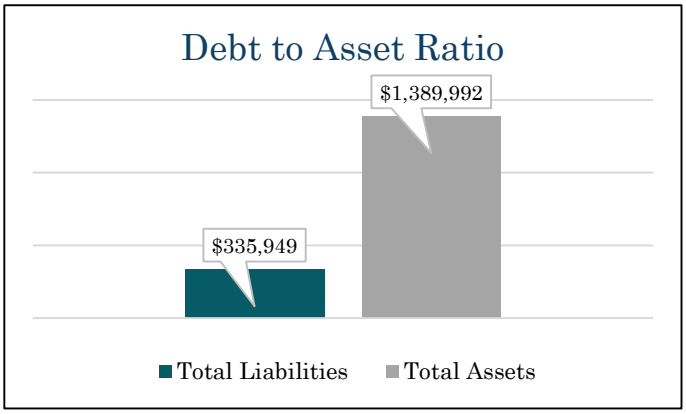
A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

The school's Debt to Asset Ratio is less than 0.9	Debt/Asset Ratio .24	Ratings Not Applicable for 2020-2021

Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.



A school whose total liabilities are 90% or less of its Total Assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.

Financial Compliance

STANDARD RATING: NOT RATE FOR 2020-2021	
Financial Operations	**Data and/or Evidence Source**
The school's finances are managed in compliance with GAAP.	Financial Audit 10/29/2021
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page 7/29/2021 *See Comments
The school maintains compliant internal controls.	*No instances of non-compliance documented.
The school is not operating under a Notification of Fiscal Concern.	*No instances of non-compliance documented.
The school is not operating under a Notification of Possible or Imminent Closure.	*No instances of non-compliance documented.
Comments/Context IPCSC staff could not verify/locate contracts that supported the school's expenditures on the school's website.	

Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

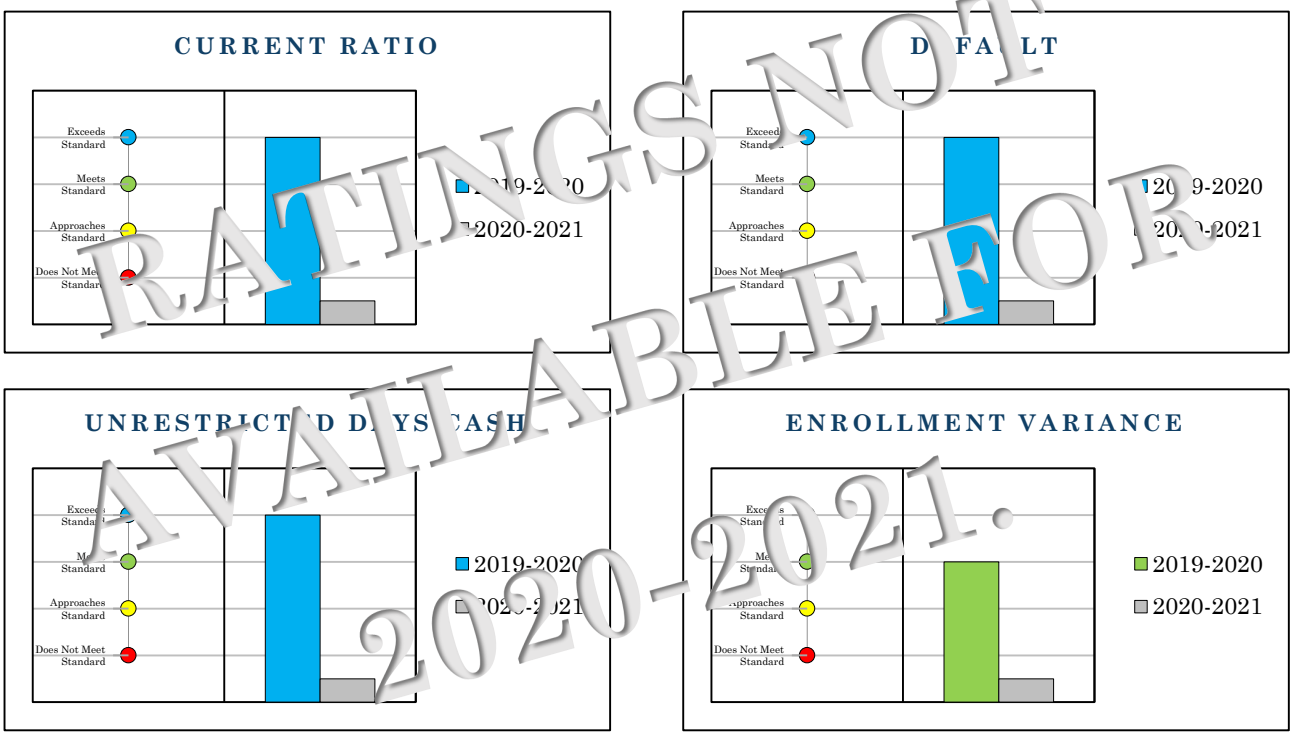
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Near Term Health Ratings | Historical Framework

School Year	Near Term Health Rating
2017-2018	HONOR
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



RATINGS NOT AVAILABLE FOR 2020-2021.

Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

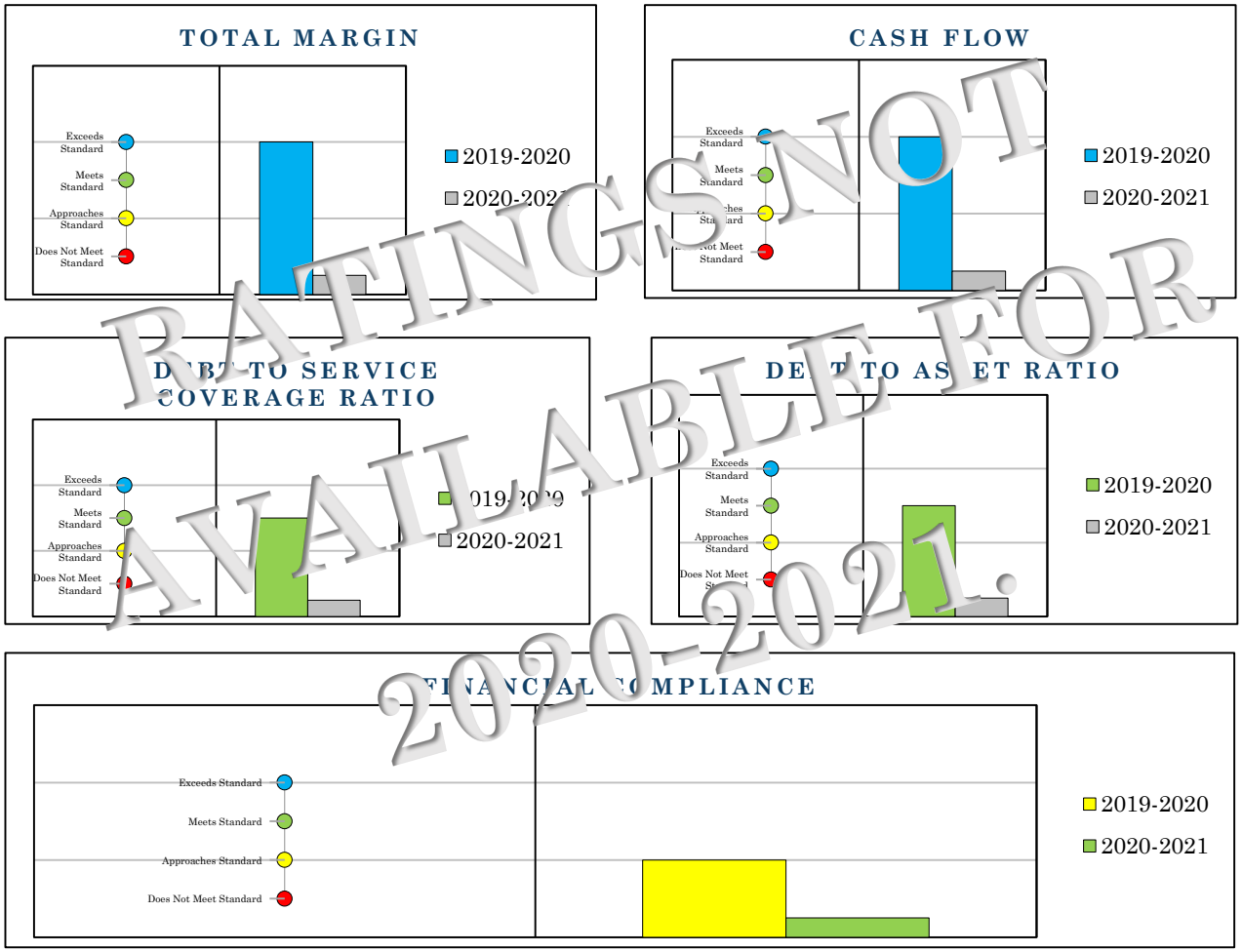
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2017-2018	HONOR
2018-2019	GOOD STANDING

Financial Sustainability Ratings | Revised Framework



RATINGS NOT AVAILABLE FOR 2020-2021.

Conditional Certificate Status Update

Another Choice Virtual Charter School's Performance Certificate was renewed in 2017 subject to the conditions listed below. The school's status with regard to each condition is also provided.

Condition 1: Condition Waived

By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by
the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

Status: IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to a lack of assessment data for the 2019-2020 school year.

Condition 2: Condition Waived

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%).

Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Status: IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to the pandemic.

The 2020-2021 Annual Report has been finalized by the Idaho Public Charter School Commission staff.

If you have any questions or comments, please contact the IPCSC.

IPCSC
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 N. 8th St. Ste.242

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

From: Jenn Thompson
To: Laura Sandidge
Subject: RE: Checking in
Date: Friday, November 13, 2020 3:26:45 PM
Attachments: image002.png

Hi Laura. I ran the 2019 alternative schools data to what that looked like as a comparison group for you. I can send you all the data if you want to look through it, but the results charts are embedded below. Obviously, there's work to do regardless of the comparison group.

But as long as we can verify high % of at-risk students, I think this is the best comparison group to use. Let me know what you'd like to do and I'll get the amendment drafted up for you.

ELA Proficiency							
Does Not Meet		Approaches		Meets		Exceeds	
below.	28	29	40	41	53	54	above
		ACVS's ELA proficiency in 2019 was 36%, which approaches standard.					

Math Proficiency							
Does Not Meet		Approaches		Meets		Exceeds	
below.	20	21	33	34	46	47	above
		ACVS's Math proficiency in 2019 was 14%, which does not meet standard					

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Thursday, November 5, 2020 5:05 PM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Cc: Chair <jnkelleher@fmtcblue.com>
Subject: Re: Checking in

Oh wonderful! I am so glad! I will solidly be available. I was so concerned when you hadn't seen my emails. Thank you so much and I will look forward to your call.

Laura

Sent from my iPad

> On Nov 5, 2020, at 4:28 PM, Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:
>
> Hi Laura. I got your voicemail. And I did get your emails. You were correct, the were sorted into an "other" bucket. My apologies for missing them.
>
> If you still have time to chat tomorrow morning, let's do that. Zero frustration on my end. I just didn't want to let it sit too long or forget about it and honestly hadn't seen your response.
>
> cc'ing John, so he knows we're back on track.

Laura, could I call you tomorrow around 10? That would work really well for me.

Jenn Thompson
Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

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From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Thursday, November 5, 2020 10:37 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Cc: Chair <jnkelleher@fmtcblue.com>
Subject: Re: Checking in

Hello Jenn,

I did send you an email last week. I was surprised I didn't hear from you, I am sorry if you didn't get that email for any reason. Thank you for getting back to me. Our next board meeting is on November 18th at 4:00 and we would love to have you join us. I will ensure you have a link. We do have someone on site during our meetings to welcome physical guests and board members are currently virtual.

If you would like to meet prior to that please know I am available. I apologize you didn't get my response.

Thank you,
Laura Sanndidge

On Thu, Nov 5, 2020 at 10:30 AM Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

> Hi Laura I haven't heard back from you; I'm sure you are busy. I do want to touch base on that progress monitoring plan. I think what we really need is to understand what is happening with your school at a board level. I think that is best done by attending your meetings as a member of the public. And then if something comes up during the meeting that we need more information on, we'll let you know.
>
> I believe this is where your meetings are noticed: https://www.anotherchoicecharter.org/o/another-choice/page/school-board--33. It looks like agendas are supposed to post here: https://www.anotherchoicecharter.org/o/another-choice/browse/11796 , but I don't see any. Please let me know if I have either of those incorrect as I'll

need access to both.

As far as attending meetings, I will be attending as a member of the public, so I'll need whatever access you are providing for public participation (a link to your live stream of the meeting, a login to the meeting platform, or the location of the meeting to attend in person).

The waiver that allowed for no public participation in person at the site of the meeting expired a few months ago. Just as a reminder, you do need to have a physical location option for public observation, though you can limit it for social distancing and offer a video/audio live stream for overflow. Obviously, during the pandemic, I wouldn't want to attend in person unless it was the only option. Also, a reminder to make sure that the means of public observation is either noticed on your website or on your agendas.

Please let me know how I can observe board meetings going forward. I'm assuming your next meeting is Nov.16th at 4.

Thank you,

Jenn Thompson
Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

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--
Laura Sandidge, Ph.D.
Administrator / Head of School
Another Choice Virtual Charter School
http://www.anotherchoicecharter.org
* Please note no links come from me without communication concerning the link.

Idaho Public Charter School Commission

Annual Performance Report 2020

PCSC School: Another Choice Virtual Charter School

Mission Statement: *Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.*

School Location:	1014 W. Hemmingway Blvd. Nampa, Idaho 83651
School Phone:	208-475-4255
Comparison Group:	*All Alternative Schools*
Opening Year:	2010
Current Term:	2017-2022
Model:	Virtual
Grades Served:	K-12
Enrollment Capacity:	514
Enrollment (Projected):	488
Mid Term ADA (Actual):	459
FY20 Full-Term ADA:	490

School Leadership

Chair	John Kelleher
Vice-Chair	Laura Shoemaker
Treasurer / Secretary	Misty Puckett
Director	Ruth Kropp
Director	Open Seat
Executive Director	Laura Sandidge
Business Manager	Ross Jones

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PREPARED BY

Idaho Public Charter School Commission

Jenn Thompson
Director, Public Charter School Commission
208-332-1594
jenn.thompson@osbe.idaho.gov

Jared Dawson
Portfolio Program Manager
208-332-1585
Jared.Dawson@osbe.idaho.gov

Dianne Hobbs
Administrative Assistant
208-332-1561
Dianne.Hobbs@osbe.idaho.gov

Melissa-Jo "Mel" Rivera
Portfolio Program Manager
208-332-1583
Mel.Rivera@osbe.Idaho.gov

Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizers complete performance reports for the schools they oversees each year. The annual performance report serves the following purposes:

1. To provide transparent, data-driven information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to the school's renewal year; and
3. To inform mid-term authorizing decisions (such as consideration of amendments).

This report, based on the performance framework adopted by the PCSC on October 8, 2020, reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term of operation.

Each measure included in the PCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, statewide assessments were canceled in the spring of 2020. No academic evaluation has been made in this report due to absent and incomplete data. The academic outcomes overview page only includes graduation rate (if applicable), though the measure is not rated.

The performance framework rubrics provide detail on calculations and data sources.

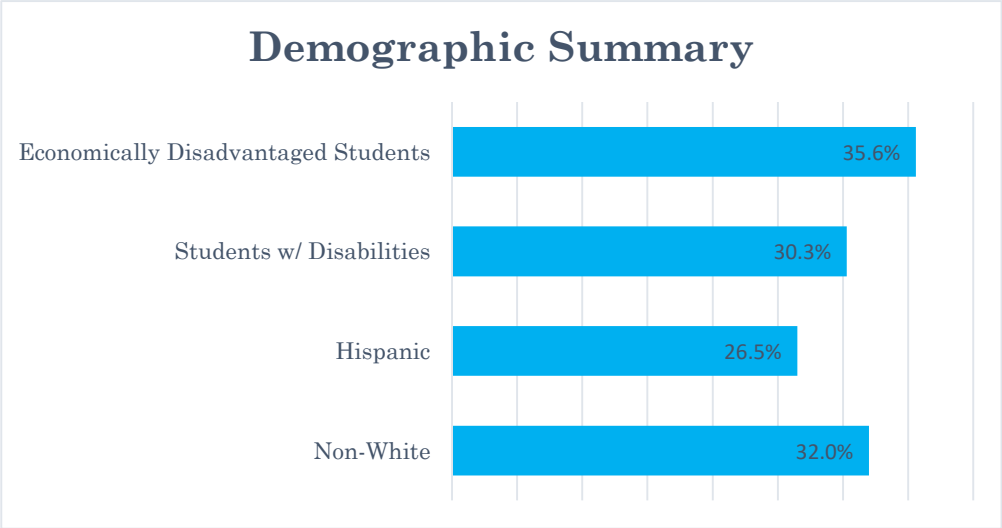
Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209(C)(2), Idaho Code.

School Overview

Key Design Elements

Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

I. Various online curriculum to provide core instruction.
II. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
III. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
IV. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
V. Socialization opportunities to enhance students' social, emotional, and wellbeing.
VI. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.



Annual Snapshot

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

ACADEMIC	
Math Proficiency	***Not Applicable (2020)***
ELA Proficiency	***Not Applicable (2020)***
Literacy Proficiency	***Not Applicable (2020)***
Math Growth	***Not Applicable (2020)***
ELA Growth	***Not Applicable (2020)***
5-Year Grad Rate	***Not Applicable (2020)***

FINANCIAL HEALTH (NEAR TERM MEASURES)	
Current Ratio	***Exceeds Standard***
Unrestricted Days Cash	***Exceeds Standard***
Default	***Exceeds Standard***
Enrollment Variance	***Meets Standard***

BOARD STEWARDSHIP	
Governance Structure	***Does Not Meet Standard***
Governance Oversight	***Approaches Standard***
Governance Compliance	***Does Not Meet Standard***

MANAGEMENT	
Student Services	***Exceeds Standard***
Data Security/ Transparency	***Meets Standard***
Facility & Services	***Exceeds Standard***
Operational Compliance	***Does Not Meet Standard***

FINANCIAL HEALTH (SUSTAINABILITY MEASURES)	
Total Margin	***Exceeds Standard***
Debt to Asset Ratio	***Meets Standard***
Cash Flow	***Exceeds Standard***
Debt Service Coverage Ratio	***Meets Standard***
Financial Compliance	***Approaches Standard***

Academic Outcomes

Proficiency

(Data Source: Scatterplot)

Math Proficiency	Standard Rating
Math proficiency data is not available for FY20.	**N/A**
ELA Proficiency	**Standard Rating**
ELA proficiency data is not available for FY20.	**N/A**
IRI Spring Proficiency	**Standard Rating**
IRI spring proficiency data is not available for FY20	**N/A**
Comments/ Context: ***Academic ratings are not applicable for 2020 outcomes.***	

Growth

(Data Source: Scatterplot)

Math Growth	Standard Rating
Math growth data is not available for FY20.	**N/A**
ELA Growth	**Standard Rating**
ELA growth data is not available for FY20.	**N/A**
Comments/ Context: ***Academic ratings are not applicable for 2020 outcomes.***	

College and Career Readiness

(Data Source: Scatterplot)

4-Year Graduation Rate (ACGR)	Standard Rating
5-Year ACGR	48.5%
Comments/ Context: *Academic ratings are not applicable for 2020 outcomes.* This school serves a high percentage of at-risk students. The average 5-Year ACGRs for all alternative schools in Idaho is 46%.	

Operational Outcomes: Board Stewardship

STANDARD RATING: DOES NOTE MEET STANDARD	
Governance Structure	**Data/Evidence Source**
The board bylaws are compliant with ID law.	Bylaws 11/12/08. *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation were initially filed in 2008 and most recently updated 10/3/2019.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into either ethical behavior or conflict of interest regarding any board director this year.	The school was initially notified of concerns on 4/14/20. The school did cooperate with request for documentation and is working to resolve the issues. However, the issues are not currently resolved.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: APPROACHES STANDARD	
Governance Oversight	**Data/Evidence Source**
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not review financial reports in a timely and thorough manner.	Board meeting minutes requested by the PCSC note review and approval of financial reports and contracts; however, a PCSC investigation found that more thorough review by this board is necessary.
The board did maintain compliant policies.	Policy provided to the PCSC upon request appears to be compliant. However, failure to implement compliant policy does not meet PCSC standard. While board policy notes that purchasing will be compliant with the appropriate laws, the actions of the board do not appear to have complied with the policy or the law. A courtesy letter issued on 9/30/20 provides detail on this issue.
The board did engages in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments/ Context: The school's website designates a location for meeting minutes and board policy, but none are posted. While these documents are not required to be posted online, the school's approach is unclear. Please note that due to the PCSC's concern regarding governance practices at the school, PCSC staff will monitor the school's progress toward resolution through board meeting observations and additional request for documentation if necessary.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance	**Data/Evidence Source**
The PCSC did issue courtesy letters to the school noting compliance concerns this year.	The PCSC received a complaint regarding operational compliance issues at the school in April of 2020. Two courtesy letters were issued during FY20, and two additional letters have been issued in FY21. The issues had not been resolved at the time of this report. Courtesy Letters are dated: 4/15/20, 5/28/20, 8/21/20, and 9/30/20.
Another investigative body was notified of concerns at this school this year.	The PCSC notified both the Professional Standards Commission and the Canyon County Prosecutor on 9/30/20 of possible violations of law under their jurisdiction that took place during the reporting period. Further investigation is pending.

Operation Outcomes: Management

STANDARD RATING: EXCEEDS STANDARD	
Student Services	**Data/Evidence Source**
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2019-20.
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: MEETS STANDARD	
Data Security and Information Transparency	**Data/Evidence Source**
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	**Data/Evidence Source**
The school's occupancy certificate is current.	*No instances of non-compliance documented. *Please provide an updated copy for the 2020-2021 school year to PCSC staff.*
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. *Please provide an updated copy for the 2020-2021 school year to PCSC staff.*
The school does not provide daily transportation for students.	N/A Virtual School
The school does not provide a compliant National School Lunch Program.	N/A Virtual School
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Operational Compliance	**Data/Evidence Source**
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

Financial Outcomes

(Primary Data Source: FY20 Financial Audit.)

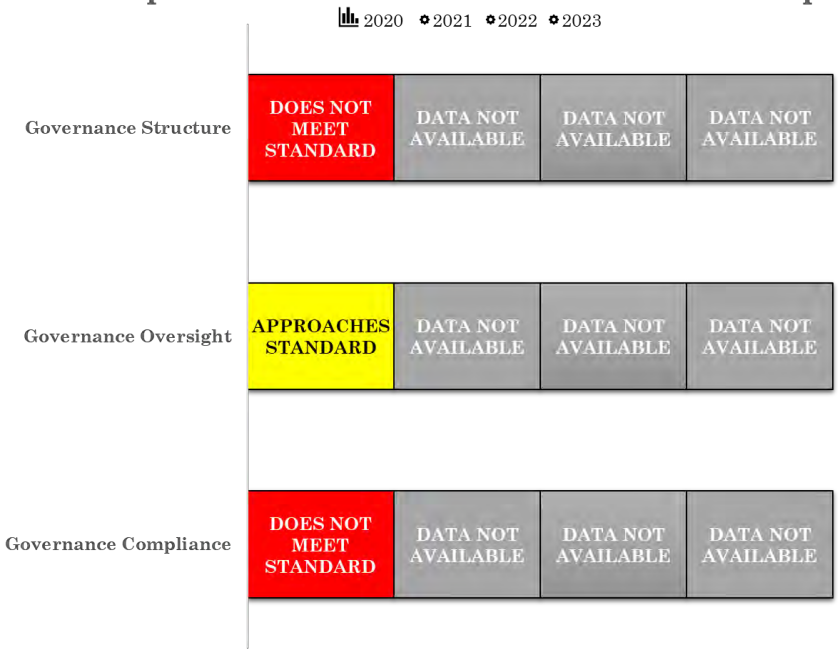
Near Term Measures		STANDARD RATING
The school has a current ratio of more than 1.5.	Current Ratio 5.91	**Exceeds Standard**
The school has more than 60 days cash on hand.	100 Days	**Exceeds Standard**
The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. The school has met this standard for at least 3 years.	No Default	**Exceeds Standard**
Enrollment variance was between 90% and 95%,	Enrollment Variance 94.07%	**Meets Standard**

Sustainability Measures		STANDARD RATING
Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. The school has met this standard for at least three consecutive years.	CY Total Margin 1.37% 3-Year Aggregated 6.32%	**Exceeds Standard**
Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive	Most Recent Year $91,126 Previous Year $264,107 3-Year $355,233	**Meets Standard**
Debt Service Coverage Ratio is between 1.1 and 1.49	Debt Service Coverage Ratio 1.48	**Meets Standard**
The school's Debt to Asset Ratio is less than 0.9 and the school has met this standard for at least three consecutive years.	Debt/Asset Ratio .16	**Exceeds Standard**

STANDARD RATING: APPROACHES STANDARD	
Financial Operations	**Data and/or Evidence Source**
The school's finances are managed in compliance with GAAP.	Financial Audit received on 10/26/20.
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page was reviewed quarterly. Expenditures were not updated on two occasions.
The school maintains compliant internal controls.	The school appears to maintain appropriate policies; however, it does not appear that the policy was implemented appropriately.
The school is not operating under a Notification of Fiscal Concern.	N/A
The school is not operating under a Notification of Possible or Imminent Closure.	N/A

Longitudinal Snapshot

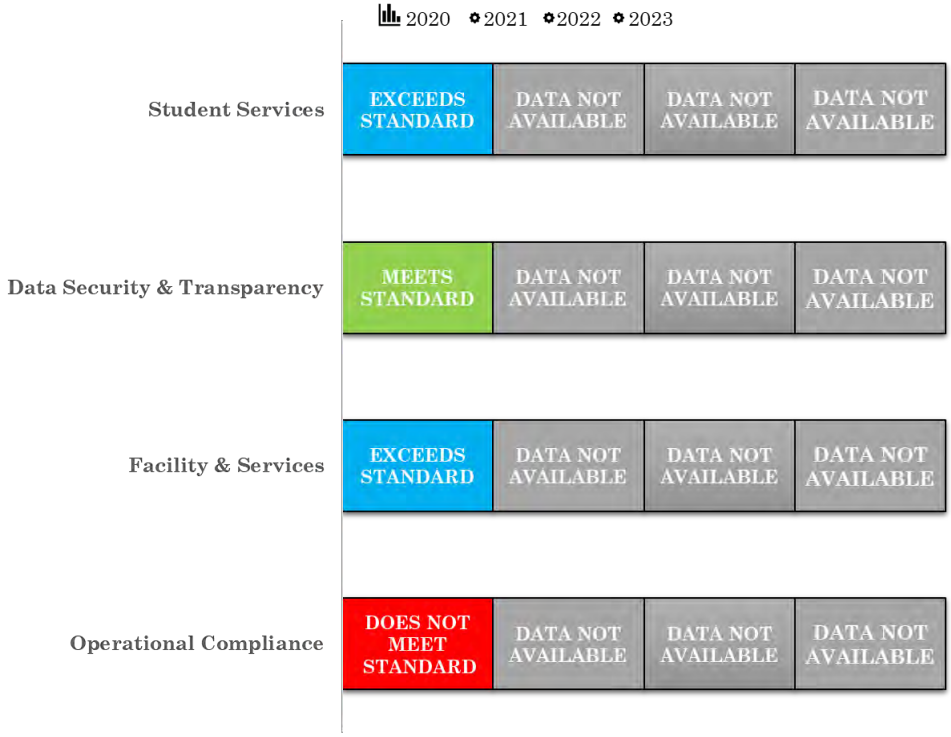
Operational Outcomes: Board Stewardship



"Success is the sum of small efforts repeated day in and day out."

-Anonymous

Operational Outcomes: Management



"Education is the MOST powerful weapon which you can use to change the world."

-Nelson Mandela

ANOTHER CHOICE VIRTUAL SCHOOL
2019 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;

2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and

3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the schools' performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE	
The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.	
Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS	
Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.	
Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: i. Various online curriculum to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.		
School Location	1014 W. Hemmingway Blvd. Nampa, Idaho 83651	**School Phone**	208-475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	**Enrollment (Actual)**	535

SCHOOL LEADERSHIP	
Dr. John Kelleher	Chair
Misty Puckett	Secretary/Treasurer
Kevin McLaren	Member
Laura Shoemaker	Member
Ruth Kropp	Member

STUDENT DEMOGRAPHICS				
	School	**State**	**Surrounding District**	**Neighboring District**
Non-White	30.65%	24.85%	N/A	N/A
Limited English Proficiency	2.80%	6.44%	N/A	N/A
Special Needs	31.96%	10.73%	N/A	N/A
Free and Reduced Lunch	Masked	44.74%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	9.28%
Percentage of students meeting or exceeding proficiency in English Language Arts	32.99%
Percentage of students meeting or exceeding proficiency in Science	23.08%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	16.36%

SCORECARD | Another Choice Virtual School | 2018-2019

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	9	50	0
	2b	50	0	50	0	50	6	50	0
Criterion-Referenced Growth	3a	100	0			50	4		
	3b	100	0			50	10		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	155	300	0
% of Academic Points			0%		0%		30%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	25
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	25
	2b	25	25
	2c	25	25
Governance & Reporting	3a	25	25
	3b	25	15
	3c	25	25
	3d	25	15
	3e	25	25
	3f	25	25
School Environment	4a	0	0
	4b	25	25
Additional Obligations	5a	25	25
Total Operational Points		375	355
% of Operational Points			95%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	50
	1b	50	50
	1c	50	50
	1d	50	50
Sustainability	2a	50	50
	2b	50	50
	2c	50	50
	2d	50	50
Total Financial Points		400	400
% of Financial Points			100%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	30%	0%	75% - 100%	NA	90% - 100%	95%	85% - 100%	100%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON

		Result	Points Possible	Points Earned
Measure 1a	**Do math proficiency rates meet or exceed the state average?**			
Math Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	X	0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

			Points Possible	Points Earned
Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**			
ELA Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	X	0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

ACADEMIC K-12

	INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	**Do math (or similar subject area) proficiency rates meet or exceed the district average?**		**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	X	0 - 14	9
				9
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

Measure 2b	**Do ELA (or similar subject area) proficiency rates meet or exceed the district average?**		**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	X	0 - 14	6
				6
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

			Points Possible	Points Earned
Measure 3a	**Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?**			
Criterion-Referenced Growth Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth in math.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	15	0-12	4
				4
Notes				

			Points Possible	Points Earned
Measure 3b	**Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?**			
Criterion-Referenced Growth ELA	**Exceeds Standard:** At least 85% of students are making adequate academic growth in ELA.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	42	0-12	10
				10
Notes				

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
Measure 4a	**Are students making expected academic growth in math compared to their academic peers?**		**Points Possible**	**Points Earned**
Norm-Referenced Growth Math	**Exceeds Standard:** The school's median student growth percentile in math falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.	Masked	13-25	Masked
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		0-12	0
				Masked
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	**Are students making expected academic growth in English Language Arts compared to their academic peers?**		**Points Possible**	**Points Earned**
Norm-Referenced Growth ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.	Masked	26-38	Masked
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.		13-25	0
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		0-12	0
				Masked
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

ACADEMIC K-12

	INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)			
Measure 5a	**Are students graduating from high school on time?**		**Points Possible**	**Points Earned**
Four-Year Adjusted Cohort Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.		125	0
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	0
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.	45	75	75
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				75
Notes	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.			

OPERATIONAL

INDICATOR 1: EDUCACTIONAL PROGRAM				
Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25
Notes				

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
Financial Reporting and Compliance				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 2b	**Is the school following General Accepted Accounting Principles (GAAP)**	**Result**	**Points Possible**	**Points Earned**
GAAP				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	See note	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes	No points are deducted for failure to comply with GASB 75.			

Measure 2c	**Is the school successfully enrolling the projected number of students?**	**Result**	**Points Possible**	**Points Earned**
Enrollment Variance				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	106.00%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				25
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3b	**Is the board fulfilling its oversight obligations?**	**Result**	**Points Possible**	**Points Earned**
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.	See note	15	15
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				15
Notes	Meeting minutes do not appear to evidence thorough review of academic, operational, and financial data at the board level.			

OPERATIONAL

Measure 3c Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3d Public Transparency	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15
Notes	As of 5/6/2019, several links to board policy were broken. As of 4/30/19 the school's annual performance report was not posted on the school's website.			

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 4: SCHOOL ENVIRONMENT

Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				0
Notes	This measure does not apply to online schools.			

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				25
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM

		Result	Points Possible	Points Earned
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**			
Current Ratio				
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	5.96	50	50
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Current Ratio: Cash divided by Current Liabilities**			
Cash Ratio				
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).	4.38	50	50
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1c	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**			
Unrestricted Days Cash				
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	96 days	50	50
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1d	**Default**			
Default				
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.	No default noted	50	50
	Does Not Meet: School is in default of financial obligations.		0	
				50
Notes				

FINANCIAL

	INDICATOR 2: SUSTAINABILITY			
Measure 2a	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**	**Result**	**Points Possible**	**Points Earned**
Total Margin and Aggregated				
3-Year Total Margin	**Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*	See note	50	50
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				50
Notes	The Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Measure 2b	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**	**Result**	**Points Possible**	**Points Earned**
Debt to Asset Ratio				
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.16	50	50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Measure 2c	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**	**Result**	**Points Possible**	**Points Earned**
Cash Flow				
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.	See note	50	50
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				50
Notes	The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is positive.			

Measure 2d	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**	**Result**	**Points Possible**	**Points Earned**
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	2.35	50	50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Another Choice Virtual School Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	**Measure**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
State Proficiency Comparison	1a			0%			
	1b			0%			
District Proficiency Comparison	2a			19%			
	2b			13%			
Criterion-Referenced Growth	3a			7%			
	3b			21%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a	60%	24%	60%			
% of Possible Academic Points for this School		**27%**	**27%**	**30%**			

		Percentage of Points Earned					
OPERATIONAL	**Measure**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Educational Program	1a -1d	100%	100%	100%			
Financial Management	2a - 2c	87%	87%	100%			
Governance & Reporting	3a - 3f	77%	100%	87%			
School Environment	4a - 4b	100%	100%	100%			
Additional Obligations	5a	100%	100%	100%			
% of Possible Operational Points for this School		**89%**	**97%**	**95%**			

		Percentage of Points Earned					
FINANCIAL	**Measure**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Near-Term	1a - 1d	55%	100%	100%			
Sustainability	2a - 2d	100%	90%	100%			
% of Possible Financial Points for this School		**78%**	**95%**	**100%**			

ACCOUNTABILITY DESIGNATION	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Academic	Critical	Critical	Critical			
Mission Specific	N/A	N/A	N/A			
Operational	Good Standing	Honor	Honor			
Financial	Good Standing	Honor	Honor			

ANOTHER CHOICE VIRTUAL SCHOOL
2018 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE	
The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.	
Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS	
Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.	
Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers: I. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.		
School Location	1014 W. Hemingway Blvd. Nampa, Idaho 83651	**School Phone**	208-475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	**Enrollment (Actual)**	474

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	**State**	**Surrounding**	**Neighboring**
Non-White	28%	25%	N/A	N/A
Limited English Proficiency	2%	6%	N/A	N/A
Special Needs	32%	10%	N/A	N/A
Free and Reduced Lunch	42%	47%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	14%
Percentage of students meeting or exceeding proficiency in English Language Arts	37%
Percentage of students meeting or exceeding proficiency in Science	38%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	18%

SCORECARD ANOTHER CHOICE VIRTUAL SCHOOL 2017-18

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50		50	0
	2b	50	0	50	0	50		50	0
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50		50	0
	4b			100	0	50		50	0
Post-Secondary Readiness	5a			125	0	125		100	0
Total Academic Points		400	0	525	0	525	142	300	0
% of Academic Points			0%		0%		27%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	25
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	15
	2b	25	25
	2c	25	25
Governance & Reporting	3a	25	25
	3b	25	25
	3c	25	25
	3d	25	25
	3e	25	25
	3f	25	25
School Environment	4a	0	0
	4b	25	25
Additional Obligations	5a	25	25
Total Operational Points		375	365
% of Operational Points			97%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	50
	1b	50	50
	1c	50	50
	1d	50	50
Sustainability	2a	50	50
	2b	50	50
	2c	50	30
	2d	50	50
Total Financial Points		400	380
% of Financial Points			95%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	27%	0%	75% - 100%	NA	90% - 100%	97%	85% - 100%	95%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

	INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

	INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	**Do math (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

Measure 2b	**Do ELA (or similar subject area) proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a	**Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?**	**Result**	**Points Possible**	**Points Earned**
Criterion-Referenced Growth Math	**Exceeds Standard:** At least 85% of students are making adequate academic growth in math.		39-50	
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		26-38	
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		13-25	
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		0-12	
Notes				

Measure 3b	**Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?**	**Result**	**Points Possible**	**Points Earned**
Criterion-Referenced Growth ELA	**Exceeds Standard:** At least 85% of students are making adequate academic growth in ELA.		39-50	
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		26-38	
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		13-25	
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		0-12	
Notes				

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
Measure 4a	**Are students making expected academic growth in math compared to their academic peers?**	**Result**	**Points Possible**	**Points Earned**
Norm-Referenced Growth Math	**Exceeds Standard:** The school's median student growth percentile in math falls between the 66th and 99th percentile.		39-50	
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.		26-38	
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.		13-25	
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		0-12	
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	**Are students making expected academic growth in English Language Arts compared to their academic peers?**	**Result**	**Points Possible**	**Points Earned**
Norm-Referenced Growth ELA	**Exceeds Standard:** The school's median student growth percentile in ELA falls between the 66th and 99th percentile.		39-50	
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.		26-38	
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.		13-25	
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		0-12	
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	**Are students graduating from high school on time?**	**Result**	**Points Possible**	**Points Earned**
Four-Year Adjusted Cohort Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	
	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.			
Notes	Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.) The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.			

OPERATIONAL

INDICATOR 1: EDUCACTIONAL PROGRAM				
Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25
Notes				

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
Financial Reporting and Compliance				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				15
Notes	First quarter income statement and balance sheet were submitted late to the PCSC.			

Measure 2b	**Is the school following General Accepted Accounting Principles (GAAP)**	**Result**	**Points Possible**	**Points Earned**
GAAP				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	See note	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.			

Measure 2c	**Is the school successfully enrolling the projected number of students?**	**Result**	**Points Possible**	**Points Earned**
Enrollment Variance				
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	100%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3b	**Is the board fulfilling its oversight obligations?**	**Result**	**Points Possible**	**Points Earned**
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.	No instances of non-compliance documented	25	25
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				25
Notes				

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25

Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25

OPERATIONAL

INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	**Is the school complying with transportation requirements?**	**Result**	**Points Possible**	**Points Earned**
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	See note	25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				0
Notes	This measure does not apply to online schools.			

Measure 4b	**Is the school complying with facilities requirements?**	**Result**	**Points Possible**	**Points Earned**
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				25
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM

		Result	Points Possible	Points Earned
Measure 1a	**Current Ratio: Current Assets divided by Current Liabilities**			
Current Ratio				
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	4.61	50	50
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1b	**Current Ratio: Cash divided by Current Liabilities**			
Cash Ratio				
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).	4.15	50	50
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1c	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**			
Unrestricted Days Cash				
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	80 days	50	50
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50
Notes				

		Result	Points Possible	Points Earned
Measure 1d	**Default**			
Default				
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.	No default noted	50	50
	Does Not Meet: School is in default of financial obligations.		0	
				50
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY

		Result	Points Possible	Points Earned
Measure 2a	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**			
Total Margin and Aggregated				
3-Year Total Margin	**Meets Standard:** Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*	See note	50	50
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				50
Notes	The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

		Result	Points Possible	Points Earned
Measure 2b	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
Debt to Asset Ratio				
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.2	50	50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

		Result	Points Possible	Points Earned
Measure 2c	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**			
Cash Flow				
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.		50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"	See note	30	30
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				30
Notes	Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is negative.			

		Result	Points Possible	Points Earned
Measure 2d	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	1.94	50	50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Another Choice Virtual School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						
% of Possible Academic Points for this School		**27%**	**27%**				

OPERATIONAL	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	87%	87%				
Governance & Reporting	3a - 3f	77%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
% of Possible Operational Points for this School		**89%**	**97%**				

FINANCIAL	Measure	Percentage of Points Earned 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%				
Sustainability	2a - 2d	100%	90%				
% of Possible Financial Points for this School		**78%**	**95%**				

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Critical	Critical				
Mission Specific	N/A	N/A				
Operational	Good Standing	Honor				
Financial	Good Standing	Honor				

entity_id	entity_name	analysis_group	metric	year	value
ID	State of Idaho	all_students	ela_proficiency	2019	55.6
ID	State of Idaho	all_students	ela_proficiency	2021	54.6
ID	State of Idaho	all_students	math_proficiency	2019	45.1
ID	State of Idaho	all_students	math_proficiency	2021	40.3
1247	ANOTHER CHC	all_students	ela_proficiency	2019	34
1247	ANOTHER CHC	all_students	grad_4yr	2018	44.7
1247	ANOTHER CHC	all_students	grad_4yr	2019	36.9
1247	ANOTHER CHC	all_students	grad_4yr	2020	49.5
1247	ANOTHER CHC	all_students	math_proficiency	2019	10.7
1247	ANOTHER CHC	all_students	ela_proficiency	2021	42.9
1247	ANOTHER CHC	all_students	math_proficiency	2021	16.5

Another Choice Virtual Charter School

Year Ended June 30, 2021

Audited Financial Statements

www.qcpas.com

Quest CPAs PLLC

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
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Quest CPAs PLLC
Quality Expertise Service Timeliness

Independent Auditor's Report

Board of Directors
Another Choice Virtual Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Another Choice Virtual Charter School (the School) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

11501 Highway 95, Payette, Idaho 83661 | www.qcpas.com | info@qcpas.com | 208-642-1417

Basis for Qualified Opinion on Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as certain note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Qualified Opinion

In our opinion, except for the effects of the matter described in the "Basis for Qualified Opinion on Governmental Activities" paragraph, the financial statements referred to previously present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2021, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules, schedule of employer's share of net pension liability, and schedule of employer contributions listed as required supplementary information in the table of contents be presented to supplement the basic financial statements. Such information, although not required to be a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 7, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Payette, Idaho
October 7, 2021

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
Statement of Net Position
June 30, 2021

	Governmental Activities
Assets	
Current Assets	
Cash	$572,582
Receivables:	
Local Sources	
State Sources	306,175
Federal Sources	443,916
Total Current Assets	1,322,673
Noncurrent Assets	
Nondepreciable Capital Assets	
Depreciable Net Capital Assets	67,319
Total Noncurrent Assets	67,319
Total Assets	1,389,992
Deferred Outflows of Resources	
Pension Deferred Outflows	584,227
Total Deferred Outflows of Resources	584,227
Total Assets and Deferred Outflows of Resources	$1,974,219
Liabilities	
Current Liabilities	
Accounts Payable	
Salaries & Benefits Payable	$335,949
Unspent Grant Allocation	
Total Current Liabilities	335,949
Noncurrent Liabilities	
Net Pension Liability	1,470,472
Total Noncurrent Liabilities	1,470,472
Total Liabilities	1,806,421
Deferred Inflows of Resources	
Pension Deferred Inflows	48,014
Total Deferred Inflows of Resources	48,014
Total Liabilities and Deferred Inflows of Resources	1,854,435
Net Position	
Invested in Capital Assets	67,319
Restricted:	
Special Programs	4,109
Unrestricted	48,356
Total Net Position	119,784
Total Liabilities and Deferred Inflows of Resources and Net Position	$1,974,219

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Activities

Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues: Charges For Services	Program Revenues: Operating Grants And Contributions	Program Revenues: Capital Grants And Contributions	Net (Expense) Revenue And Changes in Net Position: Governmental Activities
Governmental Activities					
Instructional Programs					
Elementary School	$634,759		$428,640		($206,119)
Secondary School	1,625,147				(1,625,147)
Alternative School	0				0
Special Education	686,636		581,256		(105,380)
Summer School	0				0
Support Service Programs					
Special Education Support Services	288,717		250,124		(38,593)
Instruction Improvement	7,928				(7,928)
Instruction Related Technology	75,004				(75,004)
Board of Education	35,726				(35,726)
District Administration	772,222		12,245		(759,977)
Administrative Technology	259,156				(259,156)
Buildings - Care	271,224				(271,224)
Maintenance - Grounds	14,603				(14,603)
Other Support Services	142,740		142,740		0
Non-Instructional Programs					
Capital Assets - Student Occupied	1,566				(1,566)
Capital Assets - Non-Student Occupied	0				0
Total	$4,815,428	$0	$1,415,005	$0	(3,400,423)
	General Revenues				
	Local Revenue				5,868
	State Revenue				3,228,816
	Federal Revenue				0
	Pension Revenue (Expense)				(633,718)
	Total				2,600,966
	Change in Net Position				(799,457)
	Net Position - Beginning				919,241
	Net Position - Ending				$119,784

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Balance Sheet - Governmental Funds
June 30, 2021

	General Fund	Other Governmental Funds	Total Governmental Funds
Assets			
Cash	$568,473	$4,109	$572,582
Receivables:			
Local Sources		0	0
State Sources	306,175	0	306,175
Federal Sources		443,916	443,916
Due From Other Funds	443,916	0	443,916
Total Assets	$1,318,564	$448,025	$1,766,589
Liabilities			
Accounts Payable		$0	$0
Due To Other Funds		443,916	443,916
Salaries & Benefits Payable	$335,949	0	335,949
Unspent Grant Allocation		0	0
Total Liabilities	335,949	443,916	779,865
Fund Balances			
Restricted:			
Special Programs		4,109	4,109
Unassigned	982,615	0	982,615
Total Fund Balances	982,615	4,109	986,724
Total Liabilities and Fund Balances	$1,318,564	$448,025	$1,766,589

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Balance Sheet - Governmental Funds
June 30, 2021

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities	
Total Governmental Fund Balances	$986,724
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	67,319
Net pension liability and related pension source deferred outflow and deferred inflow of resources, are not due and payable in the current period and therefore are not reported in the funds.	(934,259)
Net Position of Governmental Activities	$119,784

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2021

	General Fund	Other Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	$5,868	$0	$5,868
State Revenue	3,228,816	8,114	3,236,930
Federal Revenue		1,406,891	1,406,891
Total Revenues	3,234,684	1,415,005	4,649,689
Expenditures			
Instructional Programs			
Elementary School	283,621	428,640	712,261
Secondary School	1,823,571	0	1,823,571
Alternative School		0	0
Special Education	105,380	581,256	686,636
Summer School		0	0
Support Service Programs			
Special Education Support Services	38,593	250,124	288,717
Instruction Improvement	7,928	0	7,928
Instruction Related Technology	75,004	0	75,004
Board of Education	35,726	0	35,726
District Administration	759,977	12,245	772,222
Administrative Technology	259,156	0	259,156
Buildings - Care	271,224	0	271,224
Maintenance - Grounds	14,603	0	14,603
Other Support Services		142,740	142,740
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
Capital Assets - Non-Student Occupied		0	0
Total Expenditures	3,674,783	1,415,005	5,089,788
Excess (Deficiency) of Revenues Over Expenditures	(440,099)	0	(440,099)
Other Financing Sources (Uses)			
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	0	0	0
Net Change in Fund Balances	(440,099)	0	(440,099)
Fund Balances - Beginning	1,422,714	4,109	1,426,823
Fund Balances - Ending	$982,615	$4,109	$986,724

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2021

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities

Net Change in Fund Balances - Total Governmental Funds	($440,099)
Amounts reported for governmental activities in the statement of activities are different because:	
Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital outlays over (under) depreciation expense in the current period.	(1,566)
Changes in net pension liability and related pension source deferred outflow and deferred inflow of resources do not provide or require current financial resources and therefore are not reflected in the funds.	(357,792)
Change in Net Position of Governmental Activities	($799,457)

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Another Choice Virtual Charter School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is allocated to the various funds in proportion to each fund's respective investment balance.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of $5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an "implicit subsidy" since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis.

Pensions – For purposes of measuring the net pension liability and pension expense/revenue, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity's governing body. Assigned portions represent amounts that are constrained by the government's intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School's tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	$572,582
Total	$572,582

Deposits – At year end, the carrying amounts of the School's deposits were $572,582 and the bank balances were $785,055. Of the bank balances, $250,000 was insured and the remainder was uninsured and uncollateralized.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
State Sources			
Foundation Program	$306,175		$306,175
Total	$306,175		$306,175
Federal Sources			
Special Programs		$443,916	$443,916
Total		$443,916	$443,916

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	$0			$0
Total	0	$0	$0	0
Depreciable Capital Assets				
Buildings	78,278			78,278
Equipment	5,000			5,000
Subtotal	83,278	0	0	83,278
Accumulated Depreciation				
Buildings	9,393	1,566		10,959
Equipment	5,000			5,000
Subtotal	14,393	1,566	0	15,959
Total	68,885	(1,566)	0	67,319
Net Capital Assets	$68,885	($1,566)	$0	$67,319

Depreciation expense of $1,566 was charged to the capital assets – student occupied program.

E. OPERATING LEASES

The School has four operating leases for its premises and all are considered non-cancelable. The term for the first lease is from July 18, 2012 through July 17, 2022. The term for the second lease is from July 1, 2021 through July 31, 2023. The terms for all other leases are from September 1, 2021 through July 31,

2023. Each lease has options to renew. The leases call for monthly payments and total lease payments for the year amounted to $147,568.

Future minimum lease payments are estimated as follows:

Year Ended	
6/30/22	$137,780
6/30/23	82,586
6/30/24	6,393
Total	$226,759

F. PENSION PLAN

Plan Description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension Benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and Employer Contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates

(expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 72% for police and firefighters. As of June 30, 2020 it was 7.16% for general employees and 8.81% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were $275,926 for the year ended June 30, 2021.

Pension Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2020, the School's proportion was 0.0633242 percent.

For the year ended June 30, 2021, the School recognized pension revenue (expense) of ($633,718). At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$114,889	$48,014
Changes in assumptions or other inputs	24,868	
Net difference between projected and actual earnings on pension plan investments	168,544	
Employer contributions subsequent to the measurement date	275,926	
Total	$584,227	$48,014

$275,926 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an addition to the pension expense or reduction of the pension revenue in the year ending June 30, 2022.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2019 the beginning of the measurement period ended June 30, 2019 is 4.8 and 4.8 for the measurement period June 30, 2020.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/22	($4,749)
6/30/23	(61,942)
6/30/24	(84,070)
6/30/25	(109,526)
Total	($260,287)

Actuarial Assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00%
Salary increases	3.75%
Salary inflation	3.75%
Investment rate of return	7.05%, net of investment expenses
Cost-of-living adjustments	1%

Mortality rates were based on the RP – 2000 combined table for healthy males or females as appropriate with the following offsets:

- Set back 3 years for teachers
- No offset for male fire and police
- Forward one year for female fire and police
- Set back one year for all general employees and all beneficiaries

An experience study was performed for the period July 1, 2013 through June 30, 2017 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2020 is based on the results of an actuarial valuation date of July 1, 2020.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market

assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2020.

Capital Market Assumptions from Callen 2020

Asset Class	Target Allocation	Long-Term Expected Nominal Rate of Return (Arithmetic)	Long-Term Expected Real Rate of Return (Arithmetic)
Core Fixed Income	30.00%	2.80%	0.55%
Broad US Equities	55.00%	8.55%	6.30%
Developed Foreign Equities	15.00%	8.70%	6.45%
Assumed Inflation - Mean		2.25%	2.25%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.85%	4.60%
Portfolio Standard Deviation		12.33%	12.33%
Portfolio Long-Term (Geometric) Expected Rate of Return		6.25%	3.89%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.85%	3.49%

Investment Policy Assumptions from PERSI November 2019

Portfolio Long-Term Expected Real Rate of Return*	4.14%
Portfolio Standard Deviation	14.16%

Economic/Demographic Assumptions from Milliman 2018

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	3.00%
Long-Term Expected Geometric Rate of Return*	**7.05%**

*Net of Investment Expenses

Discount Rate

The discount rate used to measure the total pension liability was 7.05%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 7.05 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.05 percent) or 1-percentage-point higher (8.05 percent) than the current rate:

	1% Decrease (6.05%)	Current Discount Rate (7.05%)	1% Increase (8.05%)
School's proportionate share of the net pension liability (asset)	$3,015,535	$1,470,472	$192,956

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impacts on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan whenever deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	$443,916	$443,916
Total	$443,916	$443,916

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2021

General Fund	Budgeted Amounts (GAAP Basis) Original	Budgeted Amounts (GAAP Basis) Final	Actual Amounts	Final Budget Variance Positive (Negative)
Revenues				
Local Revenue	$71,040	$71,040	$5,868	($65,172)
State Revenue	3,780,105	3,780,105	3,228,816	(551,289)
Federal Revenue	0	0	0	0
Total Revenues	3,851,145	3,851,145	3,234,684	(616,461)
Expenditures				
Instructional Programs				
Elementary School	547,110	547,110	283,621	263,489
Secondary School	1,735,575	1,735,575	1,823,571	(87,996)
Alternative School	52,164	52,164	0	52,164
Special Education	0	0	105,380	(105,380)
Summer School	0	0	0	0
Support Service Programs				
Special Education Support Services	300,000	300,000	38,593	261,407
Instruction Improvement	45,000	45,000	7,928	37,072
Instruction Related Technology	205,462	205,462	75,004	130,458
Board of Education	33,400	33,400	35,726	(2,326)
District Administration	913,327	913,327	759,977	153,350
Administrative Technology	402,011	402,011	259,156	142,855
Buildings - Care	678,304	678,304	271,224	407,080
Maintenance - Grounds	36,000	36,000	14,603	21,397
Other Support Services	1,380	1,380	0	1,380
Non-Instructional Programs				
Capital Assets - Student Occupied	260,500	260,500	0	260,500
Capital Assets - Non-Student Occupied	0	0	0	0
Total Expenditures	5,210,233	5,210,233	3,674,783	1,535,450 *
Excess (Deficiency) of Revenues Over Expenditures	(1,359,088)	(1,359,088)	(440,099)	918,989
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	(1,359,088)	(1,359,088)	(440,099)	918,989
Fund Balances - Beginning	1,359,089	1,359,089	1,422,714	63,625
Fund Balances - Ending	$1	$1	$982,615	$982,614

**Total expenditures (over) under appropriations are:* $1,535,450

See Auditor's Report

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Liability
PERSI - Base Plan
Last 10 - Fiscal Years*

	2021	2020	2019
School's portion of the net pension liability	0.0633242%	0.0564800%	0.0551315%
School's proportionate share of the net pension liability	$1,470,472	$644,703	$813,199
School's covered payroll	$2,245,168	$1,918,286	$1,770,168
School's proportional share of the net pension liability as a percentage of its covered payroll	65.49%	33.61%	45.94%
Plan fiduciary net position as a percentage of the total pension liability	88.22%	93.79%	91.69%

	2018	2017	2016	2015
School's portion of the net pension liability	0.0525366%	0.0499363%	0.0386604%	0.0361811%
School's proportionate share of the net pension liability	$825,785	$1,012,285	$509,095	$266,350
School's covered payroll	$1,631,749	$1,460,495	$1,091,360	$980,194
School's proportional share of the net pension liability as a percentage of its covered payroll	50.61%	69.31%	46.65%	27.17%
Plan fiduciary net position as a percentage of the total pension liability	90.68%	87.26%	91.38%	94.95%

*GASB 68 requires ten years of information to be presented in this table. However, until a 10-year trend is compiled, only those years for which information is available will be presented.

Data reported is measured as of June 30, 2020.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Schedule of Employer Contributions
PERSI - Base Plan
Last 10 - Fiscal Years*

	2021	2020	2019
Statutorily required contribution	$275,926	$268,073	$217,150
Contributions in relation to the statutorily required contribution	$275,926	$268,073	$217,150
Contribution deficiency (excess)	$0	$0	$0
School's covered payroll	$2,310,938	$2,245,168	$1,918,286
Contributions as a percentage of covered payroll	11.94%	11.94%	11.32%

	2018	2017	2016	2015
Statutorily required contribution	$200,383	$184,714	$165,328	$123,542
Contributions in relation to the statutorily required contribution	$200,383	$184,714	$165,328	$123,542
Contribution deficiency (excess)	$0	$0	$0	$0

See Auditor's Report

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2021

	Special Revenue Funds			
	Substance Abuse	**Title I-A ESSA IBP**	**IDEA Part B 611 School Age 3-21**	**School Based Medicaid**
Assets				
Cash	$4,109			
Receivables:				
Local Sources				
State Sources				
Federal Sources				$443,916
Due From Other Funds				
Total Assets	$4,109	$0	$0	$443,916
Liabilities				
Accounts Payable				
Due To Other Funds				$443,916
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	$0	$0	$0	443,916
Fund Balances				
Restricted:				
Special Programs	4,109			
Unassigned				
Total Fund Balances	4,109	0	0	0
Total Liabilities and Fund Balances	$4,109	$0	$0	$443,916

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2021

	Special Revenue Funds			
	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	CRF	Total
Assets				
Cash				$4,109
Receivables:				
Local Sources				0
State Sources				0
Federal Sources				443,916
Due From Other Funds				0
Total Assets	$0	$0	$0	$448,025
Liabilities				
Accounts Payable				$0
Due To Other Funds				443,916
Salaries & Benefits Payable				0
Unspent Grant Allocation				0
Total Liabilities	$0	$0	$0	443,916
Fund Balances				
Restricted:				
Special Programs				4,109
Unassigned				0
Total Fund Balances	0	0	0	4,109
Total Liabilities and Fund Balances	$0	$0	$0	$448,025

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2021

	Special Revenue Funds			
	Substance Abuse	**Title I-A ESSA IBP**	**IDEA Part B 611 School Age 3-21**	**School Based Medicaid**
Revenues				
Local Revenue				
State Revenue	$8,114			
Federal Revenue		$270,235	$99,067	$724,199
Total Revenues	8,114	270,235	99,067	724,199
Expenditures				
Instructional Programs				
Elementary School		127,495		
Secondary School				
Alternative School				
Special Education	8,114		99,067	474,075
Summer School				
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				
Instruction Related Technology				
Board of Education				
District Administration				
Administrative Technology				
Buildings - Care				
Maintenance - Grounds				
Other Support Services		142,740		
Non-Instructional Programs				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Total Expenditures	8,114	270,235	99,067	724,199
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	4,109	0	0	0
Fund Balances - Ending	$4,109	$0	$0	$0

See Auditor's Report

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2021

	Special Revenue Funds			
	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	CRF	Total
Revenues				
Local Revenue				$0
State Revenue				8,114
Federal Revenue	$12,245	$21,872	$279,273	1,406,891
Total Revenues	12,245	21,872	279,273	1,415,005
Expenditures				
Instructional Programs				
Elementary School		21,872	279,273	428,640
Secondary School				0
Alternative School				0
Special Education				581,256
Summer School				0
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				0
Instruction Related Technology				0
Board of Education				0
District Administration	12,245			12,245
Administrative Technology				0
Buildings - Care				0
Maintenance - Grounds				0
Other Support Services				142,740
Non-Instructional Programs				
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Total Expenditures	12,245	21,872	279,273	1,415,005
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				0
Transfers Out				0
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	4,109
Fund Balances - Ending	$0	$0	$0	$4,109

Quest CPAs PLLC
Quality Expertise Service Timeliness

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Board of Directors
Another Choice Virtual Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Another Choice Virtual Charter School (the School), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 7, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Payette, Idaho
October 7, 2021

9/30/20

Another Choice Virtual Charter School
1014 West Hemingway Boulevard
Nampa, ID 83651

Dear Another Choice Virtual School Board of Directors,

As you are aware, the PCSC received a complaint regarding operational practices at Another Choice Virtual Charter School (ACVS) in April of 2020. Since that time, we have made two written requests of your school for documentation to assist us in evaluating the validity of the complaint. We appreciate your cooperation through this process.

Idaho Code requires charter school authorizers to inform the entity responsible for enforcing a particular law, rule, or regulation if the authorizer has reason to believe that such law, rule, or regulation has been violated. At the conclusion of the PCSC's investigation, we do indeed have reason to believe that the school's board, an individual board member, and the school's principal may have committed various violations. The attached letter will be sent to the entities responsible for administering the laws referenced therein. These entities may or may not choose to investigate the matter further.

As legal compliance is a term of ACVS's performance certificate (operational contract) this incident will be noted in your school's FY20 and FY21 annual reports as a matter of record.

To be clear, the PCSC has no grounds on which to begin revocation procedures at this time. ACVS's operational certificate is valid through June 30, 2022, and a renewal hearing will take place in early March of that year. However, should the PCSC have outstanding concerns related to this matter at that time, or should an external entity choose to conduct an investigation and/or issue findings, documentation of such will be included in ACVS's renewal dossier and will be considered when the PCSC decides whether to renew, conditionally renew, or non-renew ACVS's performance certificate term.

Please feel free to contact our office if you have any questions.

Sincerely,

Jenn Thompson
Director, Idaho Public Charter School Commission

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720
208-332-1561 • Fax: 208-334-2632
e-mail:pcsc@osbe.idaho.gov

April 15, 2020

Delivered: via email

Dear Chairman Kelleher and Dr. Sandidge,

I am writing to follow-up on the conversation we had on April 14, 2020. As you know, the PCSC office received a complaint from a member of the community regarding your school's operational structure and financial practices. In its capacity as authorizer of your school, the PCSC is obligated to evaluate the validity of that complaint and to ensure that your board is aware of the applicable laws, rules, and regulations.

As we discussed today, the complaint alleges the following:

- Familial relationships between board directors, the administrator, and employees present conflicts of interest that may not have been appropriately addressed.
- The school administrator, a board member, and the school's business manager own various businesses that profit from services provided to the school. These service agreements may have been executed outside of proper procurement procedures.
- A request for records may not have been fulfilled within the appropriate time frame.
- Public transparency of financial information may not be up to date on the school's website.

Laws, rules, and regulations that may be related to these issues include: I.C. §33-357 Creation of Internet Based Expenditure Website; I.C. §67-28 Purchasing; I.C. §74-103 Public Records Act; I.C. §74-404 Ethics in Government, Required Action in Conflicts; I.C. §18-13 Bribery and Corruption; Professional Standards for Educators; ACVS's Performance Certificate.

Based on our discussion today, it is my understanding that the school believes its operational structure and financial practices have been appropriately addressed and that documentation is readily available. It is also my understanding that the delay in updating the school's website is related to the COVID-19 facility closures, and can be easily remedied.

I appreciate your willingness to assist us in better understanding the situation by providing the documentation requested on the following pages. Please feel free to reach out if you have any questions.

Sincerely,

Jenn Thompson
Director, Public Charter School Commission
jenn.thompson@osbe.idaho.gov
208-332-1594

Requested Documentation

Issue 1: Many potential conflicts exist in the relationships between employees, school leadership, and the governing board. Please provide documentation as requested.

- Please provide meeting minutes evidencing disclosure to the ACVS board by Kevin McLaren regarding his familial relationship with Laura Sandidge.
- Please provide meeting minutes that include motions regarding contract approvals for Laura Sandidge which have taken place since McLaren joined the board in 2015.
- Please provide any additional meeting minutes that note any board director's recusal from a vote based on any disclosure of real or potential conflict from July 2018 –April 2020.
- Please provide a list of all current employees and board directors, noting relationships by blood or marriage. Please specifically address the relationship between Dr. Sandidge and the Business Manager, IT Director, and any teachers who are nieces, nephews, or their spouses.
- Please provide an organizational chart indicating which employees report to whom.

Issue 2: It appears that several employees and board members profit financially through associations with vendors that supplying services to the school. Please provide documentation as requested.

- Board Director, Kevin McLaren is the registered agent for an Idaho for-profit company called "Advocates for Inclusion". This company's website lists Dr. Sandidge, her son, her daughter, and her son-in-law, as partners in a "family owned and operated" business.
    - ACVS's expenditure reports indicate that the school paid approximately $500,000 to Advocates for Inclusion for special education services during FY19. Please provide documentation of the procurement procedures used in selecting this vendor.
    - Please provide meeting minutes evidencing Mr. McLaren's disclosure of conflict related to the school's contract with Advocates for Inclusion.

- Dr. Sandidge is the registered agent for s a non-profit called "AFI".
    - Please provide documentation clarifying how AFI is related to Mr. McLaren's company, Advocates for Inclusion.
    - If Dr. Sandidge receives personal gain from AFI or Advocates for Inclusion, 74-404(3) indicates that a written disclosure to the board must be made prior to awarding the contract. Please provide such documentation and meeting minutes evidencing board review of this disclosure.

- The complaint received by the PCSC indicates that Misty Pucker and Laura Shoemaker, both currently serving as board directors for ACVS, are employed by Advocates for Inclusion as "DTs"
    - Please provide meeting minutes evidencing disclosure of this employment to the ACVS Board.

- The school's Business Manager owns a real estate company called Homeward. ACVS's expenditure reports indicate that this company was paid $25,000 for services rendered to the school. The school indicated that this money was refunded.
    - Please provide meeting minutes evidencing disclosure of an employee's ownership of this company to the ACVS board of directors.
    - Please provide documentation of the procurement procedures used to select this vendor.

  - If the funds were returned to the school, as indicated in our phone conversation, please provide documentation of the deposit, including the date of the deposit and the source of the revenue.

- According to Canyon County records, Dr. Sandidge is the owner of the school's facility. However, the school makes regular lease payments to SMS Enterprises, which is owned by Board Director, Kevin McLaren. It may be that both Dr. Sandidge and Mr. McLaren, have financial interest in this lease agreement.
  - Please provide meeting minutes evidencing disclosure of this business relationship to the ACVS board.
  - Please confirm whether Dr. Sandidge or Mr. McLaren receive financial compensation based on the school's lease payments to/through SMS Enterprises.

Issue 3: Failure to comply with a public records request.

- The complaint indicates that a formal records request was made to the school by an individual in February and that this records request had not yet been fulfilled as of April 6th.
  - Please provide any emails or communications (received or sent by any ACVS employee or board director) related to any public records requests received by the school in February of 2020.

Issue 4: Financial Transparency and Internal Controls

- The business manager is the nephew of the school leader; however, the complaint indicates that he may be more closely related to other employee to whom he issues checks in his professional role.
  - Please provide all current ACVS financial policies.

- Two reimbursements for tuition are noted in the expenditures. The complaint indicates that both recipients are nieces of the school leader and that the board may not have formal policies or procedures in place to ensure a fair and equitable award of this benefit.
  - Please provide the board policy outlining how award decisions are made.

- I.C. §33-357 states that a school must maintain financial transparency by posting expenditure reports and related contracts. As of 4/7/2020 the most recent expenditures posted are from November of 2019. No vendor contracts appear to be posted.
  - Please provide expenditure reports for December 2019, January 2020, and February 2020.
  - Please provide copies of the services agreements/vendor contracts between ACVS and AFI, Advocates for Inclusion, SMS Enterprises, Homeward, and any other contracts or service agreements with companies owned or operated by employees or bard directors of the school.
  - Please be sure to update the school's website if necessary.

Laura Sandidge Ph.D., Administrator
1014 W. Hemingway Blvd.
Nampa, ID 83651
Office Phone: 208-475-4255
Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Thank you for allowing me to have this opportunity to respond to the complaint from a member of the community concerning the operational structure and financial practices. As you know Another Choice Virtual Charter School, (hereinafter "ACVS"), was authorized by the Commission and opened in 2010. At that time there were a few individuals that worked together to develop a school that would adhere to the requirements of the Commission and the Department of Education, while focusing on educating students with learning differences. In Idaho, as I am sure is true in other states as well, the field of education, not to mention special education, has various forms of connections. For example, over the years I have had many students come through our doors that I worked with when they were babies when I was a developmental therapist for the State of Idaho. They did not seek me out, we were just connected because of our shared background and/or interests. I have seen that with other relationships within our school as well. While we have definitely gotten bigger over the years, we are still a small school with a purposeful focus on an area that connects to an even smaller population.

I have attached a variety of documents and information that I believe will address the concerns mentioned in the complaint. If you have any questions on those attachments I am available to respond.

However, there are some additional issues that I would like to respond to:

<u>AFI Non-Profit:</u>

I am the registered agent for AFI Non-Profit. AFI Non-Profit is a local non-profit entity that is only connected to Another Choice Virtual Charter School or Advocates for Inclusion by nature of me. The AFI Non-Profit has no staff. It is solely run for the purpose of helping families of individuals with special needs. AFI NP was formed prior to ACVS, and was listed on my initial resume, included in the Amendments within our initial Charter documents and for which the Board has possession. I am attaching page one of that original resume.

The last fund raiser was done by AFI NP was several years ago to help a non-related family gather funds for a wheelchair for their child. There is no financial connection or gain to either ACVS or AFI and never has been. Since this non-profit has not been utilized in several years to help families other than through such endeavors like Toys-for-Tots, etc. I recently did not renew the IRS 501 3(c) status as the non-profit does not require that classification to help families at this time.

The school has no contractual relationship or business relationship with AFI NP and AFI NP has no contractual or business relationship with the school.

SMS Enterprises:

As the Commission is aware, Another Choice runs several learning labs for our students. This is part of our model, in the past the Commission has referenced we were "high tech / high touch", while that may or may not be true we have definitely aimed for it, which has been reflected in the people we hire and the locations we are at. Therefore, we have always had learning labs purposely. As we have grown we have needed more room and have continued to expand when possible to meet the needs of our students. Since many of our students are low income they are not able to drive long distances to get to help directly from a teacher. Accordingly, years ago ACVS made the commitment to rent learning labs in areas where we have many students such as Boise, Nampa, and Caldwell. We have those in place, but in order to do so we have worked hard to also balance the requirement to have unrestricted days cash on hand as recommended from the Commission and is of course best practice for sustainability.

Originally ACVS did not have the financial ability or organizational credit history to be able to fund a building purchased solely by the school. We knew we would need to utilize our resources. Understanding this limitation, within our initial charter we submitted documentation that acknowledged that we would be renting from SMS Enterprises.

SMS is an entity that I do have partial ownership in that rents us an extra room in Nampa for our therapy services and also owns the building that we use in Boise. The Board has always been aware of this business relationship.

As stated, we were small and did not have the financial capability to purchase buildings. Additionally, we have found over the years as well that an organization such as ours brings a level of challenge for the buildings we rent. Simply put, by nature of our population we bring a significant amount of wear and tear on buildings that has not always been viewed positively by the people we rent from.

In the Amendments within our initial Charter documents we acknowledge that Ross Jones was going to be our realtor. He has worked with us over the years with several lease agreements and buildings. He understands what we need. I am submitting a

letter written by him that was part of our initial Charter that recognizes him as our relator.

We currently feel we could benefit from a larger or additional place for our Nampa location so we are constantly looking for ways to expand or purchase a new Nampa location. I am the owner of the Nampa building and have rented that to ACVS, often for below costs to help ACVS. All of those contracts have been approved by our board.

Currently we rent a learning lab in Caldwell from an individual that has no connection to AFI or ACVS.

Advocates for Inclusion:

Within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record. ACVS first contracted with Advocates for Inclusion in 2010. Upon initial contract as well as to the current date, Advocates for Inclusion continues to provide services below the cost to ACVS.

Further, Mr. McLaren has not negotiated new contracts since he has been on the board and has in fact recused himself from voting on any related matter.

The complaint alleged that Misty Puckett was an employee of Advocates for Inclusion. Misty Puckett was an employee of Advocates for Inclusion in the past. She has not been an employee for approximately a year.

The complaint additionally alleged that Laura Shoemaker, a board director, worked for Advocates for Inclusion. Laura Shoemaker has never worked for Advocates for Inclusion, at any time.

Lastly, I wanted to share a little about our staff. We, like many Idaho public schools, do have a lot of family connections, mine and other familial relations as well. I have listed those in the attached organizational chart. All of our employees have been hired because of their unique abilities. I feel that our staff, all of them, are extremely qualified for their positions, some could actually be considered over-qualified in some situations. When Jason Sandidge left his job in Alaska as the IT Director for over a thousand individuals, to help a first-year school with less than one hundred it was a fairly risky venture. However, all of us knew at that time we needed someone who understood technology at a different level than we as board members or staff did. That same skill that served us well since 2010 was evidenced in 2020 by our IT department working together to ensure that ACVS did not miss one single day of technology delivered education for 500 students when the Coronavirus stopped us from educating students face to

face. I am fully appreciative of our hard-working staff no matter who they are or are not related to.

Additionally, when family members of school employees were hired those individuals were brought to the board by two administrators, as shown by the hire dates listed, with the exception of one past ACVS graduate that is not related to a Board member or myself. When there were two administrators we worked hard to make sure there was a separation of oversight. When one of our administrators left to pursue other interests in 2017, we admittedly have had less administrative staff and so we have worked more with the board and other staff members to garner help in all areas, including staffing decisions. The board and I purposely chose not to hire another administrator, but to put our efforts at having individuals who could work with our students directly. This was done for two reasons, to increase our unrestricted cash flow and to work on getting our students' scores up. This has taken a lot of work from our amazing staff that have worked closely and hard together for several years. The board and I do feel that until we are able to demonstrate the level of student achievement we want to see, and know with time our students can do, we need to focus on building the skills of students and that is why we have put personnel efforts more towards student development rather than to administrative staff.

Attached with this letter please find documentation responsive to your inquiry. As the request was extremely broad in nature, we will continue to provide additional supplemental materials if discovered. As always, if you have any questions or if you are in need of additional information, please do not hesitate to contact us at your convenience.

Thank you,

Laura Sandidge

Laura Sandidge, Ph.D.
Administrator / Head of School

Issue 1 Attachments

1-A Meeting Notes from 3.18.15;
1-B Meeting Notes from 4.22.15;
1-C Meeting Notes from 4.27.16;
1-D Meeting Notes from 4.19.17;
1-E Meeting Notes from 6.6.18;
1-D Meeting Notes from 3.20.19;
1-E Meeting Notes from 4.15.20;
1-F Organizational Chart for ACVS;
1-G Board Members for ACVS;

Issue 2 Attachments

2-A Page 2 of Meeting Notes from 7.13.10;
2-B Meeting Notes from 8.16.17;
2-C 1.2.09 Letter written by Laura Sandidge, submitted with the original Charter documents clarifying I was the Administrator of Advocates for Inclusion giving working space in our rented building at that time;
2-D Page 1 of Laura Sandidge's resume that was submitted with the original Charter documents as well as the resume for initial hiring with ACVS;
2-E Letter from SMS Enterprises that documents we will be renting from them that was submitted with the original Charter documents;
2-F Letter from Ross Jones submitted with the original Charter documents stating he was the realtor for ACVS since the beginning of ACVS formation;
2-G 3 pages of Bank Documentation on money in question;

Issue 3 Attachments

The matter at issue was not a request for a public record. A personnel file is specifically exempted from public record disclosure pursuant to Section 74-106(1), Idaho Code and Section 74-104(1) Idaho Code in conjunction with Section 33-518, Idaho Code.

We acknowledge that there was a delay in providing personnel file materials to an employee who made such a request. Our offices have been closed since March 16, 2020, due to Covid-19 as well as our scheduled spring break. Idaho Code 33-518, addressing personnel files, does not contain the same time deadlines as provided in the Idaho Public Records Act, instead requiring provision "in a timely manner upon request." We do wish that we had been more prompt in getting this information to the former employee. Along with the office closure the delay was due to assuring that the personnel file was complete, coupled with minimal office staff being available to fulfill the request yet maintaining confidentiality of the former employee. Upon the conclusion of the Covid-19 restrictions upon our school, we will be looking to put into place a more efficient set of procedures to address such inquiries.

Issue 4 Attachments

4-A Signed letter from Board members confirming knowledge of relationship;

4-B Financial Policies for ACVS; Email attached

4-C 5 pages relating to Tuition Reimbursement: Letter from Mr. Jones; Sample email that is communicated to staff annually; Past Professional Development document communication from 2014; Current Professional Development protocol from Staff Handbook available to all staff;
Reimbursements are made for all individuals who submit a request for reimbursement, staff receive clarification on types of reimbursement that are approved; training is provided to staff based on training needs.

4-D Expenditure reports for December 2019; January 2020; and February 2020; Expenditure reports will be updated on our web by May 1, 2020;

4-E Vendor Contract between ACVS and AFI; Lease of Hemingway Building; Lease of Nampa building; Lease of Boise building;

Another Choice Virtual Charter School Board Meeting Notes

3/18/15

- 4:00 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: None
  - Welcome at 4:00
  - Approval of Board Minutes - Motion: Misty, Second John, All Approved
  - Approval of Meeting Agenda - Motion: Amanda, Second Harold, All Approved

- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

    There were no guests at the meeting outside of staff members.
  - Old Business
    - Policy Review Committee – The committee provided an update of our progress – no readings at this time.
    - Report on the Winter Retreat – Kelsey reported about the Retreat. It was a great success.
    - NCAA Update – For over a year we have worked to get our school approved by the NCAA so our students could benefit from scholarships. We are very excited to report we are approved.
    - Summer Building Up keep:
      - Air Conditioner (Elementary & Computer Room) – Done – this was installed and is working very well.
      - Bathroom Revision – The board was provided with the official bid for proposals and this was posted.
      - Resurfacing the parking lot – The board was provided with bids by vendors in our efforts to price check. It was agreed that we would go with the cheapest resurfacing company.
      - Carpets approved last year – We discussed a few vendors for this and again went with the most reasonably priced vendor.
  - New Business
    - Approval of the 2015.16 School Calendar – Kelsey and Laura presented the calendar we worked on. Nampa has not provided their calendar as yet. Since we have so many students that share a home with other Nampa students we try to link up as much as possible. We will approve our calendar and make adjustments if required. Motion to accept by Amanda, seconded by Misty, all approved.
    - Staffing Requests:
      - NEW SPED Teacher – Laura presented her student numbers, with our approval for an increase in student numbers next year we will need a new special education teacher. We would like to open the position and of course the board will approve the hire. This was approved.
      - NEW ENGLISH / SOCIAL STUDIES Teacher – Kelsey presented her student numbers in the English and History classes, with our approval for an increase in numbers in students we will need a to offer more sections of these classes. We would like to open the position and of

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, / or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

course the board will approve a secondary education teacher with these endorsements if possible. This was approved.

- NEW SECONDARY TEACHER / ACTIVITIES COORDINATOR Teacher – again, with our increase in numbers for our cap we will need to offer more secondary classes. We would like this person to be a ½ time activities coordinator. We had this position with our Charter Start up but were not able to continue that once our grant was over. We would like to have this position again. This was approved.
- For the posting of all the above positions the Motion to approve and post was made by John, seconded by Misty, all approved.

▪ Summer School – Amendment of the Charter to make it more specific – Every year there is a question from the State Department based on the wording of our Charter. We would like to amend the Charter to clarify this wording in order to not have this questioned. This was approved and agreed upon unanimously to move forward with making the changes to get approved by the Charter Commission.

▪ Board Member Nomination

- Kevin McLaren, Financial Expertise – Kevin McLaren has been nominated to fill the roll that Landon had as the financial representative for our board.
  - It was recognized that Mr. McLaren is related to Laura Sandidge by marriage.
- Motion made to nominate Kevin for a 3-year term was made by Amanda and seconded by John. All approved. Laura will communicate with Kevin to get him oriented to the board when he starts.

o Special, Standing, and Informational Reports

▪ Standing Reports – Kelsey and Laura presented an update of general and special education programs as well as overall activities of the school.

▪ Financial Report - Ross presented an updated and complete report of the current budget, discussion occurred, and questions were answered satisfactorily.

o BOARD Training: Photo Black & White for the Board

- Meeting Adjourned at 6:00 pm; All approved
  - o Upcoming Dates: Spring Break, School Closed on March 23rd – 30th; Teacher Workday March 31st, 2015; April 6th Conference Make Up day no school;
  - o Next meetings:
    - ▪ Wednesday, April 22nd 2015, ACVS Computer Lab at 4:00
    - ▪ May 20, 2015 (Budget Planning Meeting - out of normal sequence)
    - ▪ June 24, 2015 (Budget Approval Meeting - out of normal sequence)

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

4/22/15

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: Kevin McLaren
  - Welcome at 4:15
  - Approval of Board Minutes - Motion: Harold, Second John, All Approved
  - Approval of Meeting Agenda - Motion: Misty, Second Harold, All Approved

- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

  There were no guests at the meeting outside of staff members. Due to the fact that we typically do not have people during this time we have moved this section of our board agenda to just before the board meeting. Our board members are typically there at 4:00, but this allows the ones that need a 4:15 start to have that.
  - Old Business
    - Summer School – An update was given by Laura as to the status of the proposed Amendment of the Charter to make it more specific – at this point we have asked for information on the process from the Commission but have not heard anything as yet.
    - Summer Building Up keep:
      - Bathroom Revision – Review of Proposals – we only had one proposal so we have kept this open for a few more weeks in hopes of getting a few more in. The proposal we did get was very good, we just want to have more options if possible.
      - Resurfacing the parking lot – We have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
      - Carpets approved last year – Again, we have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
  - New Business
    - Technology Stipend – Amendment of the Charter to remove - Ross presented the financials and perspective on offering a stipend for technology, this has been a part of our charter since the beginning. Most virtual schools are not providing this. Twice a year Ross prepares the checks to pay for the stipends after various individuals put hours into verifying if people are approved for the stipends based on the agreement they sign. After hours of determining the stipend and printing the stipend checks approximately 50% of the checks are never picked up. The board discussed the impacts of this decision. A motion was made by John and seconded by Amanda. All approved.
    - Sick Leave / PERSI Policy Review – Ross, Laura, and Kelsey presented a proposal to allow new staff to bring in 90 days of their sick leave from a previous school. As our school has been small we chose to not allow new staff to bring in sick leave. After discussion it was agreed that our school can now allow new staff to bring in up to 90 days of their sick leave from a different district. It was determined that this was the first reading of the policy due to the wording changes in our current policy.

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- Staffing Requests:
  - NEW SPED Teacher – There are actually two positions that need to be filled for our SPED Department. For the 2013.14 school year our board had approved a position, the teacher was not fully able to come on due to certification issues, so that position was subbed out all year. Additionally, at our last board meeting a SPED position was opened. Laura presented two individuals for the positions, both with extensive experience and excellent referrals.
    - A motion was made by Misty and seconded by Amanda to hire Heidi Friend, All approved.
    - A motion was made by John and seconded by Amanda to hire Denise Vincent, All approved.
  - NEW ENGLISH / SOCIAL STUDIES Teacher – Last month the board approved to hire one English position. The hope was to find one English teacher. Kelsey presented two teachers that have excellent endorsements in both English and graphic arts as well ESL.
    - Additional English Teacher Request - There was a discussion on the ability to hire both teachers in order to offer more electives for our students as well as to provide many more English course offering. The board discussed this and approved the additional position.
    - A motion was made by Harold and seconded by Misty to hire Candice Grover, All approved.
    - A motion was made by Misty and seconded by Harold to hire Rachel Rojas, All approved.
  - NEW SECONDARY TEACHER / ACTIVITIES COORDINATOR Teacher – This position was approved last month and Kelsey and Laura presented a candidate that has experience with our specific population as well as extensive experience leading activities for students.
    - A motion was made by John and seconded by Misty to hire Jeb Bulmer as a part time activities coordinator and secondary history teacher, All approved.
- All teacher / staff Contracts were put forward to continue, this was approved by unanimous consent.
- Annual rental agreements for the labs were discussed and will continue. Board approved by unanimous consent.
- First Reading of Budget for 2015.16 School Year / Budget Planning – a discussion ensued, the budget was presented by Ross primarily, with Laura and Kelsey providing significant input.

- Special, Standing, and Informational Reports
  - PROM Update – Kelsey gave the board an update on our successful prom.
  - Standing Reports – Kelsey and Laura presented an update of general and special education programs as well as overall activities of the school, questions were answered.
  - Financial Report - Ross presented an updated and complete report of the current budget, discussion was minimal as there was discussion with the first reading of the budget, however questions were answered satisfactorily.
- BOARD Training: Photo Black & White for the Board – discussed again we had tried to schedule this last month but were not able. We will continue trying to find a time.

- Meeting Adjourned
  - Upcoming Dates:
    - Graduation, Board President requested, May 15th John will be out of town on the 15th, therefore Harold agreed to stand in for John.
    - Last day for students: May 20th & school wide BBQ
    - Last day for teachers: May 22nd
  - Next meetings:
    - Wednesday, May 20th 2015 , ACVS Computer Lab at **4:15** (Budget will be reviewed again)
    - June 3, 2015 (Budget Approval Meeting - out of normal sequence)
    - No meeting in July as per board protocol

If you would like to join this meeting virtually please call or ask us to call you to join in a Google Chat.

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

4/27/16

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Kelsey Williams; Ross Jones; Amanda Towle Popescu left at the beginning of New Business.
- Board Members Absent: None
  - Welcome at 4:15
  - Approval of Board Minutes – Unanimous Agreement
  - Approval of Meeting Agenda - Unanimous Agreement
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
    - <u>There were no visitors outside of the ones that were listed.</u>
  - Old Business
    - Update on the Extended Locations – Kelsey and Laura provided an update on the locations. We have found a great building in Caldwell, and one in Boise – we shared with the board that upon further thought Kelsey and I would like to hold off on opening a lab in Mountain Home until next year. Ross and Kelsey all discussed the financial agreements that would pertain to the locations, the lease and other caveats.
      - John motioned to approve the proposed rent for the two locations, to officially have three new locations, and to hold on opening in Mountain Home until further notice. Amanda seconded. The votes and approvals for Caldwell 5 voted, 5 approved. The votes and approvals for Boise 4 voted, 4 approved, Kevin abstained from voting and declared his dual relationship with the Boise location.
      - Caldwell, Boise, Mountain Home
        - Caldwell Carpet
        - Caldwell Wall
      - Kelsey and Laura discussed that there would need to be some minimal repairs to the Caldwell location, it was determined by unanimous agreement that we would pay and approve the wall addition that would allow more student privacy but to hold off on installing carpeting at this time.
    - Calendar for 2016.17 school year – next month requesting approval - Kelsey and Laura had wanted to move for approval on the calendar this month, however NSD has not finalized their calendar and we have a lot of kids that connect to that district via family. Therefore, we will wait one more month to see if we could link our spring breaks.
  - New Business
    - Discussion – Budget Planning – Ross shared and Laura and Kelsey provided comment on the current status of our budget planning process. The board was invited to provide input and we talked about general areas of supply and need.
    - Discussion / Request to add one additional SPED Teacher – Laura presented that we had several quality applicants for the SPED position. While that is a nice problem to have it does bear us looking at more in detail. The need in the secondary department continues to grow. Laura proposed that the board allow us to have an additional SPED teacher for the 16.17 school year, allowing us to hire two SPED teachers rather than one this year. Laura also made notice that she will again want a SPED teacher for the 17.18 school year, which would allow for every grade level in the secondary department to have a SPED teacher

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assigned specifically to that grade level. This will really be nice and beneficial to the numbers of our school.

- John motioned to approve an additional position to the SPED department making the way for ACVS to hire two SPED teachers for the 2016.17 school year. Kevin seconded, the motion passed unanimously.

- Update Office Staff
  - Update: Multitasking on the Boise office (already approved)
  - Update: Current Office staff increasing hours and moving to Caldwell
  - Update: Nampa FT staff moving to 2 17 hour staff
  - Laura and Kelsey discussed the plan for office staff during the 2016.17 school year. We will be doing the following plan: We will have the new hire that has been approved for Laura (SPED Admin Assistant full time) to be stationed in Boise Monday through Thursday to cover the front office needs in Boise while we increase our numbers in that location. Martha, who works now in Nampa part time will increase her hours to full time and move to Caldwell Monday through Thursday and then will work in Nampa on Friday. We had one full time office staff member that has quit, so that position of 40 hours will be split in the following ways: hire 2 17 hour staff and move the rest of the hours to Martha which would allow her to be full time.
  - No motion necessary as all positions were approved previously.
- Discussion / Request to add IT Staff
  - Increase Jason's Hours
  - New Hire IT Assistants 2 18 hour staff
  - Kelsey and Laura discussed that our IT staff is quite busy. We would like to increase Jason's hours, and hire up to 2 16 – 18 hour per week assistants to help our IT department.
  - Harold motioned to approve, Misty seconded, and motion passed unanimously.
- Request for wording on the Charter Change:
  - Given a base student enrollment of 504 students In the 2017.18 school year and each school year thereafter there will not be an official cap for any grade level division, however in order to manage growth effectively ACVS will not exceed 35% more in attendance than the previous year per educational region.
  - Our board and staff worked together on the charter wording for our charter revision. The wording was worked on and submitted in the revision.

- Special, Standing, and Informational Reports
  - Update of the Current Year for all programs – Kelsey and Laura shared the current update for all programs with the board.
  - Financial Report – Ross presented the current financial monthly budget. We discussed it and Ross answered a few questions. Harold motioned to accept, Kevin seconded, and all approved.
- BOARD Training: Review Strategic Plan in the Google Folder – any comments please send to Laura

- Meeting Adjourned
  - Next meetings:
    - Wednesday, May 18, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Budget Review Meeting
    - Wednesday, June 15, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Annual Meeting & Budget Approval
    - July – no board meeting as approved by the Board.

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Respectfully Submitted,

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Minutes

4/19/17

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes - Motion: Harold, Second Misty, All Approved
  - Approval of Meeting Agenda - Motion: Kevin, Second Misty, All Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
      - There were no guests at the meeting.
  - Old Business
    - Charter Renewal Process – Next Steps
      - Renewal Application & Performance Report Provided to us by 11.15.16 – Done on the day
      - Renewal Application submitted by 12.15.16 – Done on the day
      - Charter Hearing in February 2017 – Completed on 2.7.2017 and approved for 5 year reauthorization with 2 conditions
        - Graduation Rate
        - Finances
      - Next steps – still pending – waiting on new legislation:
        - Performance Framework – meeting to set
        - Updating of the Charter specifically for increase of students
      - Laura updated the board on our framework renewal.
  - New Business
    - Current Financial Report – discussion
      - Ross provided an overview of the current status of the financial situation for ACVS. Things are going well we are hopeful that we are making gains in our fund balance since we have not had a lot of spending. The board reviewed the documents provided. John motioned to accept the financial report and Harold seconded the motion. All approved.
      - Laura confirmed with the board for the positions that were continuing for teacher, Admin, and other staff were put forward to continue, this was approved by common consent; Kevin abstained.
      - Annual rental agreements for the labs were discussed and will continue, this was approved by common consent; Kevin abstained.
    - Update of the Current Year for all programs / Status Update on School
      - Special, Standing, and Informational Reports
        - Laura provided an update of the status of the school.
    - Teacher Pay Scale 2017.2018

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- The board reviewed the changes to the pay scale due to the career ladder. This is not something that will require approval as it is a requirement from the state.
- Staffing for 2017.2018
  - Laura requested the following:
    - A Student Support assistant to help with student behavioral issues in the lab. This could be a part time person that would start in the 2017.18 school year.
    - Laura requested that Nathan Hunter, who has been subbing be able to stay on for the rest of the year to fill the special education slot that was approved last year. This position will be officially opened to be filled this next year as per board approval last year.
      - Kevin motioned to hire Nathan Hunter in a temporary position for the remainder of the year. Misty seconded, all approved.
    - Laura requested that we review the needs for front office staff. They are very busy in front.
    - No other hires are requested at this time as we will be reallocating staff to make sure loads are appropriate.
- Personnel Discussion – no major discussion at this time.

- BOARD Training: None at this time

- Meeting Adjourned
  - Upcoming Dates:
    - Graduation – May 12th
  - Next meetings:
    - Wednesday, May 17th, 2017, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts – Budget Review Meeting – 1st Draft
    - Wednesday, June 21st, 2017, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts – Annual Meeting & Budget Approval

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:35, Respectfully

Laura Sandidge

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Another Choice VIRTUAL SCHOOL

Another Choice Virtual Charter School Board Meeting Notes

6/6/18

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

  We had no guests this month.
  - Old Business
    - Safety within our labs (Updates) – We went through the most updated safety videos and discussed the plan for 2018.2019 school year.
    - Annual rental agreements for the labs were discussed and will continue, all approved by common consent; Kevin abstained.
    - Vote Required: Accept or Reject 2018.2019 Budget - Ross presented our final budget for the 2018.2019 year. He answered questions and there was discussion. Kevin motioned to accept the budget, Misty seconded. All approved.
  - New Business
    - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
    - Update of the Current Year for all programs / Status Update on School Laura updated the board on the following items.
      - Special, Standing, and Informational Reports
        - Training / Professional Development
        - Graduation Update
  - BOARD Training: Reading provided within the Board Folder & via email from the commission
- Meeting Adjourned
  - Upcoming Dates:
    - Summer Events - Check Website for other activities and important dates
  - Next meetings:
    - Next meetings: always at 4:15 at the Another Choice Virtual Charter School Nampa Lab
      - No Meeting in July per Board procedure;
      - August 15, 2018 first meeting of next year

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

Meeting adjourned at 5:15, Respectfully submitted

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

3/20/19

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

    We had no guests this month.
  - Old Business
    - Laura Updated on - Update School Improvement – CSI UP and CSI Grad
    - Laura Updated on -Update PREVIOUSLY approved positions
      - 2019 – 2020 SPED Teacher – on our web
      - Boise office support for 16 hours –still pending
    - Laura Updated on -Update on Open Replacement positions:
      - Elementary
      - SPED
    - Ross and Laura discussed the new changes that will need to be done. Discussion also centered on incentives and filling the positions we have open. - Review of New Pay Scale per law

    All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.
  - New Business
    - Staffing Updates for 2019.2020
      - Laura Updated these as she was able to visit everyone -Position Adjustments:
        - Laura Updated the board on possible class changes, we discussed that we need to push more support and core level classes rather than electives - Classes for the next year
        - Laura put forward to continue teacher / admin / staff contracts and this was approved by the board, Kevin abstained.
    - Ongoing annual rental agreements for our locations were discussed, the board agreed to will continue by common consent, Kevin abstained.
    - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
    - Update of the Current Year for all programs / Status Update on School - Laura updated the board on the following:
      - Special, Standing, and Informational Reports
        - Training / Professional Development
  - BOARD Training: Reading provided within the Board Folder

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Meeting Adjourned
  - Upcoming Dates:
    - Check Website for other activities and important dates including Spring break
  - Next meetings:
    - Next meetings: 4/17/19; 5/15/19 (Budget Review); 6/12/19 (Annual Meeting);
    - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab

Signatures as Needed from the Board if Applicable

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:30, Respectfully submitted

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. 2

Another Choice VIRTUAL SCHOOL

Another Choice Virtual Charter School Meeting Minutes

4/15/20

- 4:15 Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
    - We had no guests this month.
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
  - Old Business
    - School Improvement Grant; Commission Conditions Report
      - Commission Phone call discussion – the board discussed the conditions being waived and what that will mean going forward. Another issue was discussed via phone call with the Commission, John Kelleher, and Laura Sandidge. The board was made aware of the discussion within the phone call.
    - Our response to Covid-19 – discussion
      - All in attendance agreed that we need to continue to keep the labs closed in order to ensure the safety for all. Discussion of the Motion to continue lab closure for rest of 2019/20 school year including minimizing lab staff for the first summer school session and to reopen the lab for the second summer school session.
        - Motion made by Misty to keep the labs closed through the first session of summer school and to adhere to the State and CDC procedures when we do open. Kevin seconded. All agreed by unanimous consent.
    - Staffing Requests for 2020.2021
      - Elementary – formal request
      - Laura followed up with the request that was discussed last month to officially request a new teacher position in elementary school.
        - Kevin motioned to have the open position and John seconded, all approved.
    - FYI on the Math position that is open currently
      - Laura presented that there have been some applications and a team will do the interviews as we did last year.
    - Follow up on extending a contract to our current long-term substitute
      - Laura followed up with the request made previously to officially offer a contract to the teacher who has been a long-term sub since November. This was to ensure that the teacher was able to move up in the pay scale if possible.
        - Kevin motioned to have the open position and Laura seconded, all approved.
  - New Business

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- Current Financial Report (Discussion) – Ross presented and answered questions concerning the current budget.
    - By unanimous consent Approved
- Update of the Current Year for all programs / Status Update on School
    - Special, Standing, and Informational Reports
        - Training / Professional Development
        - Continuation of staff for 2020.2021 school year with adjustments as discussed.
        - Laura discussed proposed class changes for the 20.21 school year. All teachers / staff were put forward to offer another continuing contract / Letter of Agreement as is for the 20.21 school year. All agreed to approve ongoing contracts. Kevin McLaren chose not to join in the discussion or vote.
            - Motion made by Misty to approve/extend/continue all teaching contracts for current teaching / administrative staff. John seconded, all voting approved.
        - Discussion of the next two meetings and possible adjustment of moving the dates one week forward for both the May and June meetings. All agreed by unanimous consent. The website will need to be updated.
- BOARD Training: Educational responses to Covid-19 that are updated continually
    - https://coronavirus.idaho.gov – &
    - https://www.idsba.org/helping-you-stay-informed-2/

- Meeting Adjourned
    - Upcoming Dates:
        - Check Website for other activities and important dates / and or cancellations
    - Next meetings:
        - Next meetings: 5/20/20 - Graduation day this meeting needs to change; 6/17/20.
        - Remember no meeting in July unless requested;
        - Meetings are always at 4:15 ~~at the Another Choice Virtual Charter School Nampa Lab~~ Virtually till further notice

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. 2

Staff	Relationship	Hire Date	Additional Information related to Hiring	Position
Hunter, Kimberly A	Related by blood to another staff, R.H.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as support, still support
Sandidge, Laura A	Related by blood to another staff, J.S., M.J., R.J.; C.G., by marriage to L.J.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as an Administrator (one of 2 originally), still an administrator
Lenz, Ember C.	Married to D.L; related by Marriage to S.W.	8/8/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Blake, Sylvia J	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Changed over the years, originally ISEE, then teacher, now support
Hawes, Lisa M	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Christensen, Laureli	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Josephson, Ryan Thomas	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Sandidge, Jason Michael	Related by blood to another staff, L.S., M.J., R.J.; C.G., by marriage to L.J.	8/18/10	ACVS had 2 administrators when staff was hired	Hired as IT Supervisor from IT Manager for the Alaska Native Corporation, same position now
Warren, Greg Charles	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Wolfe, Jamie Ellen	Related by blood to another teacher, M.W.	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grauberger, Amy L	Related by blood to another teacher, K.D.	5/18/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jones, Ramona L.	Related to L.S, J.S., R.J., C.G. by blood; Related to L. J. by marriage;	7/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Gibson, Stephen M	No relation to any ACVS staff/board	8/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Wilkins, Melinda Ann	Related by blood to another teacher, J.W.	12/26/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Dicus, Kim A.	Related by blood to another teacher, A.G.	5/16/12	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Williams, Lloyd Sidney	Related by Marriage to E.L. & D L.; related by blood to N.T.	7/5/12	ACVS had 2 administrators when staff was hired	Hired as IT coordinator, same position now
Galeai, Crystal A.	Related to L.S, J.S., R.J., M.J. by blood; Related to L. J. by marriage;	7/12/12	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Carreon-Sanders, Liliana	No relation to any ACVS staff/board	5/21/13	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jones, Ross Lawrence	Related to L.S, J.S., M.J.,C.G. by blood; Related to L. J. by marriage;	8/1/13	ACVS had 2 administrators when staff was hired	Hired as Business Manager, due to experience / MBA, same position now
Jones, Lillian L	Married to R.J.; Related by Marriage to L.S.; J.S.; M.J.; C.G.	1/6/14	ACVS had 2 administrators when staff was hired	Hired as Bilingual Office Manager, same position now
Linker, Courtney Irene	No relation to any ACVS staff/board	7/29/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Hanway-Murphy, Shelly Ann	No relation to any ACVS staff/board	8/13/14	ACVS had 2 administrators when staff was hired	Hired as student support, still student support
Tirado, Natasha P	Related by blood to another staff, S.W.	9/16/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Friend, Heidi Ann	No relation to any ACVS staff/board	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grover, Candice Ann	No relation to any ACVS staff/board	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Lenz, Dennis R	Married to E.L; related by Marriage to S.W.	8/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Vincent, Denise A	No relation to any ACVS staff/board	8/10/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Valero, Victoria	No relation to any ACVS staff/board	6/20/16	ACVS had 2 administrators when staff was hired	Hired as IT support, still IT support
Carroll, Michelle Lynn	No relation to any ACVS staff/board	8/1/16	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Gaona, Pam	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Hurn, Angela J	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Popescu, Amanda	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Willis, Vonnie	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Lozano, Yessenia	No relation to any ACVS staff/board	8/22/16	ACVS had 2 administrators when staff was hired	Hired as support, still support
Cook, Taryn	No relation to any ACVS staff/board	8/29/16	ACVS had 2 administrators when staff was hired	Hired as office support, now a teacher
Hunter, Nathan	Related by Marriage to L.L.	12/14/16	ACVS had 2 administrators when staff was hired	Hired as a Substitute, now a teacher
Little, Les	Related by Marriage to N.H.	8/7/17	ACVS had 2 administrators when staff was hired	Hired as Student Services support, same position now
Ramirez, Karra	No relation to any ACVS staff/board	8/7/17	ACVS had 2 administrators when staff was hired	Hired as office support, still office support
Dunne, Melody	No relation to any ACVS staff/board	9/25/17	ACVS had 2 administrators when staff was hired	Hired as SLP tech, still an SLP tech
Galvin, Mark	No relation to any ACVS staff/board	11/28/17	ACVS had 2 administrators when staff was hired	Hired as SLP tech, now a teacher
Chavez, Dean	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as Student Services support, same position now
Lyman, Lori	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as support, now Registrar
Hilton, Tayler	No relation to any ACVS staff/board	8/1/18	Hired when ACVS had only one administrator with board approval (rehire, was originally hired with 2 administrators)	Hired as SLP tech originally, now a teacher
Hunter, Rhett	Related by blood to another staff, K.H.	9/4/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Miller, Joseph	No relation to any ACVS staff/board	9/15/18	Hired when ACVS had only one administrator with board approval	Hired as a Substitute, now testing coordinator
Wingo, Joan	No relation to any ACVS staff/board	10/1/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Dorrian, Kevin	No relation to any ACVS staff/board	1/10/19	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Daniels, Jan	No relation to any ACVS staff/board	4/26/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Murphy, Victoria	No relation to any ACVS staff/board	5/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Watts, Amy	No relation to any ACVS staff/board	6/1/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Crosley, Tracey	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Farley, Emily	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Watkins, Jordan	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Walters, Laura	No relation to any ACVS staff/board	10/8/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Voelkel, Jolene	No relation to any ACVS staff/board	11/15/19	Hired when ACVS had only one administrator with board approval	Hired as a Substitute, now a teacher

Year End Evaluations per policy approved by Board and the Department of Education;
IT staff evaluated by IT supervisor; Office staff evaluated by Office Manager; Evaluations from Administrator if related by blood or marriage has Chairman of the Board review and sign as well.

Board Member Name	OFFICE	TERM	Board Focus	Relation Affiliation
Dr. John Kelleher	Chairman	6.17.13-Current	Education; Past experience as an administrator for Emmett School district; special knowledge of our population due to past life/job experiences	NONE by blood or marriage - Came on the board originally on in 2010
Misty Puckett	Secretary / Treasurer	6.17.11-Current	Parent; Has had 3 children at ACVS; special knowledge of our population due to past life/job experiences; special interest in supporting parents	NONE by blood or marriage
Kevin McLaren	Member	6.1.15-Current	Financial; Expertise in business and finance; special knowledge of our population due to past life/job experiences	By Marriage to current administrator, came on board when 2 administrators were with ACVS, came on the board in March 2015
Laura Shoemaker	Member	6.1.17-Current	Community; Special interest in vocational experiences for students; Community support special knowledge of our population due to job experiences	NONE by blood or marriage
Ruth Kropp	Member	8.1.17-Current	Community/Education; Special interest in development of life skills in individuals with disabilities; special knowledge of our population due to past life/job experiences	NONE by blood or marriage

- Update on Grants – Laura discussed the status of the State Grant & Supplemental Grant.
- Discussion of adding on Ramona Jones as a board meeting was discussed. All were positive about the addition. Motion made by Misty to have Ramona Jones join in the board, Kelsey seconded, all approved.
- Discussion on ACVS meetings will be held on the 2nd Wednesday with a start time of 4:15 from September to June. The meeting in August will be on the 3rd from 2:00 – 4:00.
- Discussion of educational partners and how that will be addressed within the school if needed. It was discussed as to whether it would be more fiscally responsible to contract with an existing agency or to hire our own. The discussion began to talk about contracting with Advocates for Inclusion. Since there could be a possible conflict of interest between the Board Chair. The Board Chair recused herself at that time. Ross, Vice Chair led the discussion. It was determined that it would be more fiscally responsible to contract for educational partners if needed rather than having to hire, pay benefits, and train, especially in light of this being the first year of operation. It was decided that if Advocates for Inclusion wanted to submit a proposal to contract they could do so as they would any other school. The Vice Chair would negotiate and monitor that contract rather than the board chair if deemed appropriate. The Vice Chair wanted the notes to state the following, all contracts submitted and accepted from Advocates for Inclusion, regardless of who submitted them, would only be considered if it could clearly be demonstrated that such contracts were the exactly the same as contracts provided to any other school district.
- Meeting adjourned 5:30.

Page 2 of
7/13/2010
Board Notes

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

8/16/17

- 3:30 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 3:15 – 3:30 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

  We had no guests this month.
  - Old Business
    - Update on Staffing for 2017.2018
    - Update on Building Repairs
    - Update on ESY and Summer School

  Laura updated the board on the new year's activities and how the summer went. There was a brief discussion.
  - New Business
    - Current Financial Report – Ross presented and answered questions concerning the budget.
    - Update Family Engagement Policy 2420 – There was a brief discussion on the updates on this policy as needed. All approved by common consent.
    - Update of the Current Year for all programs / Status Update on School
      - Special, Standing, and Informational Reports
      - Update on Student Numbers
      - Update on New and Returning Student Orientations

  Laura updated the board on upcoming activities and the current status of the school. The board had a few questions, but there were no concerns, all were pleased with how the new year was going.
  Contract for renewal of educational support as needed per special education needs was discussed. The board discussed the renewal of the ongoing contract for educational support from AFI. Discussions confirmed all is going well and there is sufficient support as needed. The board approved renewal by common consent. Kevin recused himself from the conversation and approval process as he is the signing representative for the agency.
  - BOARD Training: None this month
- Meeting Adjourned
  - Upcoming Dates:
    - Start of School August 21, 2017
  - Next meetings:
    - Next meetings: 4:15; September 20, 2017; Another Choice Virtual Charter School Nampa Lab

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

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- Next meetings: 4:15; October 18, 2017; Another Choice Virtual Charter School Nampa Lab
- Next meetings: 4:15; November 15, 2017; Another Choice Virtual Charter School Nampa Lab

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:45, Respectfully submitted

Laura Sandidge

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January 2, 2009

To Whom It May Concern:

Advocates for Inclusion currently leases 958 Corporate Lane, a building that is ADA compliant and approximately 5,600 square feet. This building is owned by Sherfire Properties. This building does have a sprinkler system. Both parties, Sherfire and Advocates for Inclusion are receptive to having Another Choice Virtual Charter School have their office at this site until another property is secured. It is acknowledged that Another Choice Virtual Charter School will not open until 2010, however they will additionally need some working space in the 2009/10 working year.

Advocates for Inclusion is very receptive to working with the staff of Another Choice Virtual Charter School in order to accommodate their needs for office space and computer space when needed.

Sincerely,

Laura Sandidge

Laura Sandidge, Ph.D.
Administrator

Sincerely,

Jim Shervik
Sherfire Properties

Laura Sandidge, Ph.D.
809 W. Riverstone Court
Nampa, Idaho 83686
(208) 467-7524 x 100
(208) 467-7526 Fax
lsandidge@advocates4inclusion.net

Education:

Doctorate of Education, Special Education, 2000, University of Idaho
Master's in Education, Reading, 1996, Boise State University
Bachelors of Arts, Special Education, History, 1987, Boise State University

Honors: Student Incentive Award, 1986
Dean's List, 1986, 1996, 1997, 1998
GPA 3.89
Stillinger Memorial Scholarship, 1998
Stillinger Memorial Scholarship, 1999

Dissertation: Training General Educators Increase Inclusion Of Students with Disabilities In the General Education Classroom: Positive Behavioral Supports as a Strategy for Implementation

I attended the University of Alaska from 7/88 to 10/92
I attended Southeastern University, Oklahoma, in 1989

I have been certified in Special Education Administration, Special Education Director, Special Education K - 12, Early Childhood Special Education, Reading K - 12, and History 6 - 12.

Work Experience:

August 30, 1999 to Present
Advocates for Inclusion
Nampa, Idaho
I am the Administrator and co-owner of an agency that provides services for individuals with disabilities, both adult and children, and their families in both Department of Health and Welfare Region's III and IV. The services we provide are Intensive Behavioral Intervention, Developmental Therapy, Service Coordination, and other therapy based services.

August 30, 2002 to Present
Nampa, Idaho
I am the Chairman of the Board for a nonprofit that provides many services at no charge to families for individuals. All services must enhance quality of life for the individuals we serve.

September 1996 to Current
Northwest Nazarene University
Nampa, Idaho

December 15, 2008

To Whom It May Concern:

SMS Enterprises, LLC, currently has plans to build an approximately 7,500 square foot building located on the corner of Roosevelt Ave. and Middleton Ave. in Nampa, ID. The property, approximately four and a half acres, has been purchased and a picture is below. Additionally, we have already purchased and obtained building blueprints as well as building permits for the building.

Our intention, and commitment, is to lease building space to Another Choice Virtual Charter School in order to accommodate their offices, library and computer lab needs. We are aware that the school may not open until 2010. We are very supportive of Another Choice Virtual Charter School and hope to have an ongoing business relationship in the future. If you have any questions please do not hesitate to contact me.

Sincerely,

CarlyAnn McLaren
Co-Owner
[redacted]

Idaho Investments Real Estate

1655 Fairview Ave Suite #209 - Boise, Idaho 83702 – 208 703-1244

September 15, 2008

To Whom It May Concern:

My name is Ross Jones. I am currently serving as the Realtor of record for Another Choice Virtual Charter School. Currently Another Choice Virtual School has two extremely viable rental/lease opportunities. Therefore, it is highly unlikely that they would need to retain my services for their building needs. However, if my services are needed, I feel very comfortable in being able to locate an office building that would provide the necessary office and computer space needed for Another Choice Virtual Charter School to operate in. At this time, there are many lease opportunities available within the Treasure Valley area.

Sincerely,

Ross Jones, MBA

Realtor

U.S. Bank Confidential Communication

usbank.

Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1
Account No.: [redacted] **Check No.:** 0 **Sequence No.:** [redacted]
Amount: $25000.00 **Routing No.:** 12310372 **Date:** 04/16/2019

Front:

Another Choice VIRTUAL SCHOOL

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.
1014 W. HEMINGWAY BLVD.
NAMPA, IDAHO 83651

92-372/1231

usbank. 9043

TWENTY FIVE THOUSAND DOLLARS AND "00" CENTS

04/16/19 $25,000.00**

VOID AFTER 90 DAYS
TWO SIGNATURES REQUIRED

HOMEWARD REAL ESTATE, LLC

Laura Lauch TRUSTEE

⑈009043⑈ ⑆123403729⑆ [redacted]

Back:

[redacted] 04-16-2019 MWB >123171955<

[redacted]

PAY TO THE ORDER OF
MOUNTAIN WEST BANK
FOR DEPOSIT ONLY
HOMEWARD REAL ESTATE LLC
2000001224144

U.S. Bank Confidential Communication

usbank.

Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1

Account No.: [redacted] **Check No.:** 0 **Sequence No.:** [redacted]

Amount: $25000.00 **Routing No.:** 12317195 **Date:** 05/22/2019

Front:

Mountain West Bank 1223 12TH AVE. ROAD NAMPA, IDAHO 83686 1303

HOMEWARD REAL ESTATE, LLC
1460 S. WHITEWATER CT. • NAMPA, ID 83686
(208) 814-0858

92-7195/1231

TWENTY FIVE THOUSAND DOLLARS AND *00* CENTS

05/17/19 $25,000.00**

VOID AFTER 90 DAYS

ANOTHER CHOICE VIRTUAL CHARTER
1014 W. HEMINGWAY BLVD.
NAMPA ID 83651

AUTHORIZED SIGNATURE

⑈001303⑈ ⑆123171955⑆ [redacted]

Back:

ENDORSE HERE
PAY TO THE ORDER OF
US BANK
FOR DEPOSIT ONLY
ANOTHER CHOICE VIRTUAL
CHARTER SCHOOL, INC.
[illegible]

☐ CHECK HERE AFTER
MOBILE OR REMOTE DEPOSIT DATE

U.S. Bank Confidential Communication

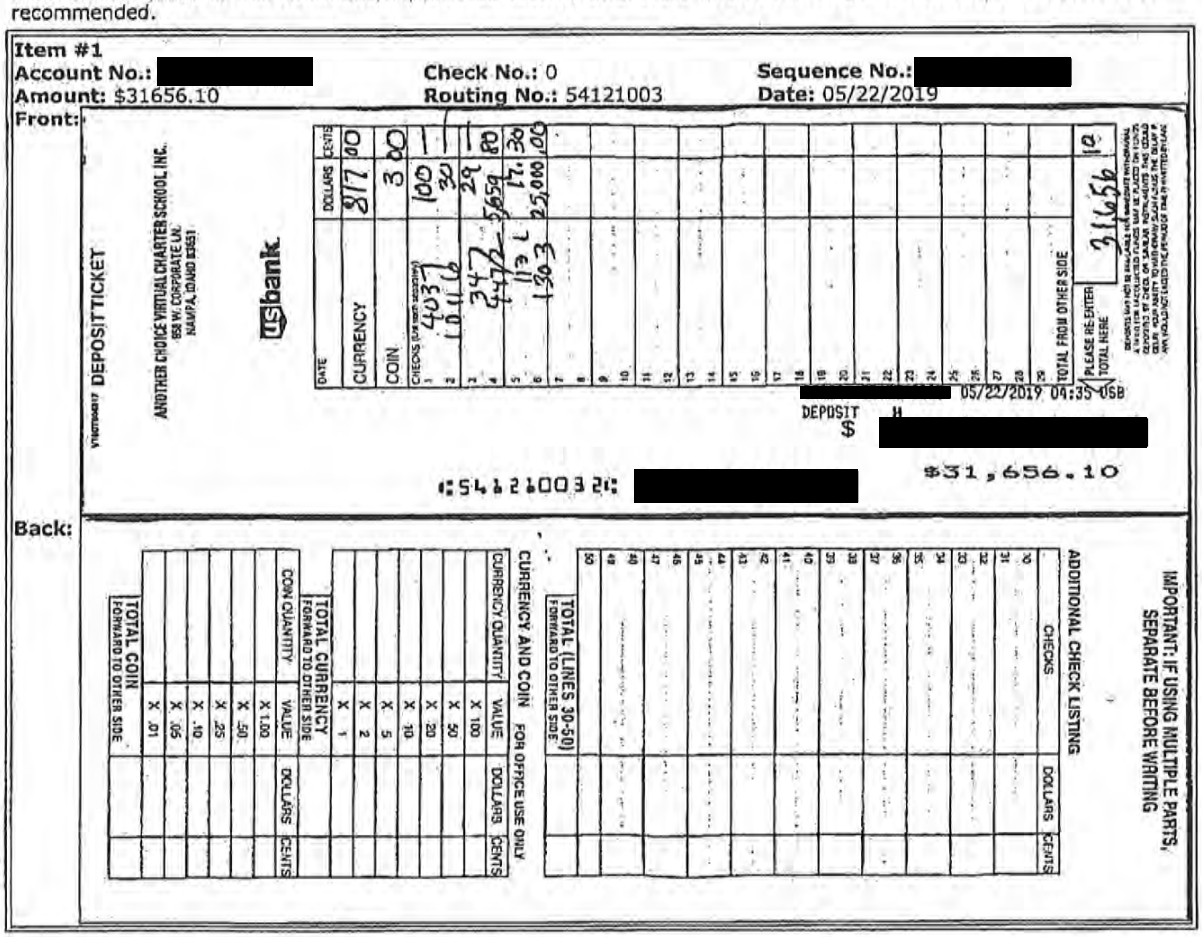
usbank.

Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1
Account No.: [redacted]
Amount: $31656.10
Check No.: 0
Routing No.: 54121003
Sequence No.: [redacted]
Date: 05/22/2019

Front:



Back:

Another Choice

Laura Sandidge Ph.D., Administrator
1014 W. Hemingway Blvd.
Nampa, ID 83651
Office Phone: 208-475-4255
Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Since Mr. Jones, MBA, has been with ACVS in various roles since the beginning of the school it has been common knowledge that Ross Jones was related to Laura Sandidge. Things over time are just part of the shared knowledge and community of an organization, therefore, we wanted to verify in writing that we are fully aware that Ross Jones, MBA, is a nephew of Laura Sandidge, Ph.D.

Thank you,

John Kelleher (Apr 26, 2020)

John Kelleher, Ph.D.

MISTY PUCKETT (Apr 27, 2020)

Misty Puckett

Ruth Kropp (Apr 27, 2020)

Ruth Kropp

Laura Shoemaker (Apr 27, 2020)

Laura Shoemaker

Kevin McLaren (Apr 27, 2020)

Kevin McLaren

Subject: Issue 4, Point 2 – Tuition Reimbursement

Dear Jenn Thompson,

According to our records, Laura's nieces have not received reimbursement for tuition. In fact, the only relative of Laura that has substantially benefited from this benefit is myself. I took courses at the University of Idaho to fulfill my CTE Teacher certification; and I am now participating in the EDS program at Northwest Nazarene University.

Also, we have always made it available for our entire staff to be reimbursed for their educational pursuits. Throughout our entire history we have not rejected one employee for this benefit. All who made request, received their request. This is because the amount requested in all requests for the year has never exceeded our budget for this benefit in that year. The attached email is an example of what is communicated to our staff in one way or another most years.

Sincerely,

Ross Jones

Business Manager

Another Choice VIRTUAL SCHOOL

Ross Jones Jr. <ross@anotherchoicecharter.org>

ACVS credit reimbursement 2020-21

Ross Jones Jr. <ross@anotherchoicecharter.org> Wed, Apr 22, 2020 at 5:17 PM
To: All Staff <allstaff@anotherchoicecharter.org>

Hello All,

I just wanted to remind you that the deadline for requesting credit and/or tuition reimbursement for next year (July 1, 2020 through June 30, 2021) is April 30, 2020. Making your request prior to this date will make sure that you get some assistance from the amount that ACVS has budgeted for this. We endeavor to fund all requests for approved learning opportunities, and have succeeded for the most part. After funds have been set aside for those that made a request before April 30, 2020, whatever remains in the budget for this will be available to ACVS staff on a first come first serve basis until funds are gone. At this point, funds are still available.

To make a request, let me know which class you are planning on taking, when and where you'll be taking it, along with how much you will need for the class in an email. I will try to let you know what amount has been approved within the first week or two of May.

Thank you everyone. I pray you are all doing well. Take care!

--
Ross Jones, MBA
Business Manager

Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Office: (208) 475-4255 Ext. 113
Cell: (208) 914-0658
Ross@AnotherChoiceCharter.org
www.AnotherChoiceCharter.org

PROFESSIONAL DEVELOPMENT

Available Tracks:
Special Education Certificate
English as a New Language Endorsement
Gifted and Talented Endorsement
Online Teaching Endorsement
*tracks not listed must receive PRIOR approval

Teachers are required to select a PD track within the first year of being hired. Teachers of ACVS will be allowed a $500 stipend per year to participate in Continuing Ed/Credits towards the certification/endorsement of their choice. All Teachers are expected to complete a minimum of 1 CEC/Credit per year towards their track.

Staff Hand book- out dated

	All students need to be removed from their LMS classes and any other curriculums used in the appropriate manner as per the curriculum team, with the exception of the students that will be taking Kim D's summer school class.
	All Grades - SPED Progress Reports due at front office by 12:00 PM
	Q4 grades stored for ACVS Elementary School by 6:00 PM
	S2 grades stored for ACVS Middle and High School by 5:00 PM
	Q4 Report Cards/SPED Progress Reports for Elementary available at front office by 12:00 PM
	Secondary S2 Report Cards Printed by 3:00 PM
	Elementary and Secondary Reports mailed to families.
Summer School 2020 – this is TENTATIVE – If Approved Dates will be June 1, 2020 – June 26, 2020. It is possible we will have a "Summer Semester during the first three weeks of July" this is very tentative.	
	All classes for students need to be ready for all students in LMS or any other system by 7:30 AM
	Summer School teachers confirm that the students in their classes have their class showing in LMS and PS. This will need to be checked each day. No students will be allowed after the 11th.
	Summer School 2020 Ends all students at 11:59 PM
	Teachers need to have their grades finalized by 3:00 PM
	ESY SPED Reports finalized in PS SPED by 3:00 PM
	Summer School Grades stored by 5:00 PM
	Report Cards for Summer School 2020 printed
	Report Cards for Summer School 2020 mailed
	Transcripts available upon request

PROFESSIONAL DEVELOPMENT

Typically, every Friday employees of Another Choice Virtual Charter School will meet face to face for required Data Days with the hope to encourage professional learning. All staff will be required to fully participate in that unless notified differently. During this time professional development will occur in various modes.

Additionally, from time to time individuals may be asked to attend conferences within state and/or out of state to develop their skills in a particular area. This time is not to be considered a benefit; this time is to be considered work time. If an individual is asked to attend a conference and they commit to going the individual must attend all sessions as expected and report back minimally to the administration on what they learned. If for some reason they are not able to attend after they have committed to

it they must inform the administrator immediately. It is typical that the staff member will be expected to present on what they learned to other staff either within a data day session or in another format. This will be discussed with the individual prior to them leaving for the event.

In state or within 75 miles from the school events may require mileage reimbursement and or food reimbursement. If that is the case a form must be completed and submitted for payment. If the event provides food for the participant no food expenses will be reimbursed.

Out of state events or events in state that are over 75 miles away from our school typically will require per diem and/or travel expenses. Those will be paid for through our school. Per Diem for each day that the individual is gone will be paid for as follows:

- Prior to leaving for the event staff will receive a Per Diem Check that will be determined as follows:
    - If the staff leaves prior to 9:00 am – they will receive a full day of Per Diem.
    - If the staff leaves between12:00 and 11:59 pm they will receive a half-day Per Diem.
    - Per Diem for out of state events is $50.00 for a full day.
- Upon returning from the event staff may request and receive a reimbursement check that will be determined as follows:
    - Typically travel to and from the local airport will be at the expense and responsibility of the person traveling, the costs for that would be covered via the Per Diem, therefore no reimbursement will be provided.
    - The cost for 1 piece of luggage will be reimbursed if a receipt is provided and submitted to the Business office.
    - The cost for transportation to and from the airport and the hotel/event once you are at the out of state location, if a free shuttle is not provided. Please provide a receipt and submit it to the Business office for reimbursement.
    - If you are taking a car and the hotel charges for parking fees please communicate that to the Business Office, this will be reimbursed if you absolutely need to have a vehicle with you during the conference, however if that is just personal choice it may not. Therefore, this would need to be reviewed individually.
    - All receipts should be provided to the Business office within 10 days of returning.
    - All other expenses are expected to be covered within the established Per Diem.

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 04/27/20 Print: 04/27/20 10:08:15 AM PAGE 1

(Mo-Yr: 12-2019-12-2019)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001718	12/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001719	12/09/19	ACVS MISC. VENDOR	,	ISTOCKPHOTO.COM	12.72
001720	12/09/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	212.56
001721	12/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
				DENTAL INSURANCE	149.40
001722	12/16/19	FLYING M COFFEE GARAGE	NAMPA, ID 83651	TEACHER CONFERENCE	5.00
				TEACHER CONFERENCE	38.16
001723	12/16/19	ACVS MISC. VENDOR	,	DOLLAR TREE	46.64
001724	12/16/19	EDWARDS THEATER NAMPA	NAMPA, ID	CHRISTMAS PARTY	50.00
				CHRISTMAS PARTY	50.00
				CHRISTMAS PARTY	50.00
				CHRISTMAS PARTY	50.00
				CHRISTMAS PARTY	50.00
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				CHRISTMAS PARTY	50.00
				CHRISTMAS PARTY	50.00
001725	12/16/19	ACVS MISC. VENDOR	,	CHRISTMAS PARTY	60.00
				CHRISTMAS PARTY	100.00
				CHRISTMAS PARTY	132.92
				CHRISTMAS PARTY	145.00
				CHRISTMAS PARTY	200.00
001726	12/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSES	294.53
001727	12/16/19	ACVS MISC. VENDOR	,	CHRISTMAS PARTY	325.00
				CHRISTMAS PARTY	757.09
				CHRISTMAS PARTY	790.00
001728	12/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001729	12/02/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	98.48
001730	12/03/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	740.34
001731	12/03/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	647.00
				DENTAL INSURANCE	647.00
				DENTAL INSURANCE	586.76
001732	12/03/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION EXPERIENCE	53.54
				LIFE AND VISION EXPERIENCE	577.11
001733	12/06/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	341.73
001734	12/09/19	PITNEY BOWES	,	POSTAGE EXPENSE	149.07
001735	12/12/19	SELECTHEALTH	,	HEALTH INSURANCE	308.00CR
001736	12/13/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	57.70
001737	12/13/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	180.95
				MICROSOFT	134.70
				AMAZON	3,158.77
001738	12/13/19	U.S. BANK	ST. LOUIS, MO 63179-0408	AMAZON	543.90
				AMAZON	47.65
				CHRISTMAS AND THANKSGIVING DECOR	390.00
				OFFICE SUPPLIES - MISC. VENDORS	2,927.31
001739	12/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001740	12/27/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	24.07
				GAS EXPENSE	24.60
				GAS EXPENSE	89.64
001741	12/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	90.08
001742	12/20/19	ACVS MISC. VENDOR	,	PREMIUM	956.00
009353	12/13/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE - FEBRUARY	1,000.00
				KIMBALL LEASE - MARCH	1,000.00
009354	12/13/19	CANYON COUNTY TAX COLLECTOR	CALDWELL, ID 83606-0730	KIMBALL LEASE - FULL TAX PAYMENT	3,086.48
009355	12/13/19	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR WORK	371.25
009356	12/13/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	76.95
009357	12/13/19	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR WORK - 16 HOURS	240.00
009358	12/13/19	SANDIDGE, THAD	NAMPA, ID 83686	TUTOR WORK - 7.5 HOURS	112.50
009359	12/13/19	VOELKEL, JOLENE	,	FINGERPRINTS	10.00
009360	12/13/19	WARREN, GREGORY	,	TEACHER TECH	68.89
009361	12/13/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 260 MILES	140.40
009362	12/13/19	WINGO, JOAN	,	PAYROLL ADVANCE	300.00
009363	12/13/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	30.63
				COPIER EXPENSE	61.46
009364	12/13/19	CHOE, EUIJIN	NAMPA, ID 83687	FINGERPRINTS	10.00
009365	12/13/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009366	12/13/19	CUSTOM BATH CREATIONS, LLC	NAMPA, ID 83686	MODIFY BOOKCASES - BOOK SHELVES	716.00
009367	12/13/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,491.00
009368	12/13/19	GAONA, PAMELA	NAMPA, ID 83686	CALDWELL YMCA	21.20
009369	12/13/19	GIBBS SMITH PUBLISHER	SALT LAKE CITY, UT 84130	CURRICULUM	249.25
009370	12/13/19	IDAHO ELECTRIC SIGNS, INC.	BOISE, ID 83716	ACVS SIGNAGE	300.00
009371	12/13/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE EXPENSE	1,107.22
009372	12/13/19	PENROD FLOORS	NAMPA, ID 83686	FLOOR INSTALLATION AND REPAIR	1,148.50
009373	12/13/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE EXPENSE	166.15
009374	12/13/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	2,146.67
009375	12/13/19	WARREN, GREGORY	,	** VOID **	0.00
009376	12/13/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	NOVEMBER MAINTENANCE SERVICES	752.50
				NOVEMBER MAINTENANCE SERVICES	175.00
009377	12/13/19	WOLFE, JAMIE	NAMPA, ID 83687	TEACHER TECH	1,000.00
009378	12/13/19	ISTATION	DALLAS, TX 75206	READING CURRICULUM	579.60
009379	12/13/19	WICKSTROM PLUMBING CO.	NAMPA, ID 83687	CLEAR TOILET	307.96

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 04/27/20 Print: 04/27/20 10:08:15 AM PAGE 2

(Mo-Yr: 12-2019-12-2019)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009398	12/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 35.5 HOURS	2,840.00
009399	12/18/19	INTERNAL REVENUE SERVICE	,	FICA - 122019	1,043.96
				FICA - 122019	10,081.10
				FICA - EMP. SHARE - 122019	894.90
				PERSI ADJ	0.02
				FICA - 122019	3,310.98
009400	12/18/19	PERSI	BOISE, ID 83720-0078	PERSI - 122019	1,602.04
				PERSI - 122019	15,914.88
				PERSI - 122019	5,301.20
				PERSI - EMP. SHARE - 122019	1,442.68
009401	12/18/19	SELECTHEALTH	,	MEDICAL INS - 122019	7,727.18
				HEALTH INSURANCE - 122019	2,393.27
				MEDICAL INS - 122019	1,975.77
				MEDICAL INS - 122019	18,849.78
009402	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	***VOID***	0.00
009403	12/19/19	HAWES, LISA	NAMPA, ID 83687	***VOID***	0.00
009404	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	***VOID***	0.00
009405	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	***VOID***	0.00
009406	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	***VOID***	0.00
009407	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	***VOID***	0.00
009408	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	***VOID***	0.00
009409	12/19/19	WARREN, GREGORY	,	***VOID***	0.00
009410	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	***VOID***	0.00
009411	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - SCHOOL IMPROVEMENT	712.50
009412	12/19/19	HAWES, LISA	NAMPA, ID 83687	CREDIT REIMBURSEMENT	1,434.00
009413	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	DUAL ENROLLMENT	1,205.75
009414	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT	825.00
009415	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	VIRTUAL CONSULTING	500.00
009416	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	POWERSCHOOL UNIVERSITY CONFERENCE	12,000.00
009417	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - SCHOOL IMPROVEMENT	442.50
009418	12/19/19	WARREN, GREGORY	,	PLANETARIUM FIELD TRIP	250.00
009419	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	PAYROLL ADVANCE	250.00

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 04/27/20 Print: 04/27/20 10:11:30 AM PAGE 1

(Mo-Yr: 01-2020-01-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001743	01/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001744	01/06/20	ACVS MISC. VENDOR	,	NEAT CO. - SCANNER SERVICE	149.99
001745	01/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001746	01/07/20	ACVS MISC. VENDOR	,	GENERATION GENIUS, INC.	795.00
001747	01/13/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
001748	01/16/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001749	01/21/20	VISTAPRINT	,	OFFICE SUPPLIES	333.90
001750	01/23/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001751	01/27/20	VISTAPRINT	,	OFFICE SUPPLIES - MARKETING	23.32
001752	01/02/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	779.01
001753	01/07/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.00
001754	01/07/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	370.33
				LIFE AND VISION INSURANCE	199.18
001755	01/07/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.77
001756	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	119.99
				BEST BUY	849.99
				AMAZON.COM	136.70
				AMAZON.COM	1,059.99
				CDI COMPUTERS	1,550.00
				MICROSOFT	132.75
				CDI COMPUTERS - FOREIGN TRN FEE	31.00
001757	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	AMAZON.COM	47.64
				AMAZON.COM	5.29
				AMAZON.COM	60.41
				AMAZON.COM	52.95
				AMAZON.COM	60.39
				AMAZON.COM	41.28
				AMAZON.COM	54.26
				AMAZON.COM	14.83
				FLYING M COFFEE	49.37
				FLYING M COFFEE	38.16
				FLYING M COFFEE	5.13
				LITTLE CAESARS	31.80
				LITTLE CAESARS	47.70
				COSTCO	999.78
				COSTCO	1,229.97
				COSTCO	373.17
				WALMART	252.28
				WALMART	27.50
				WALMART	163.70
				WALMART	39.07
				WALGREENS	6.97
				NCS PEARSON - CURRICULUM	312.36
				ETSY	25.00
				ALBERTSONS	52.99
				ALBERTSONS	600.00
				NCS PEARSON - CURRICULUM	305.00
				DOLLAR TREE	8.48
				ALBERTSONS	27.05
				RIVERSIDE INSIGHTS	950.66
				ADJUSTMENT	0.03
001758	01/13/20	JONES, ROSS L.	NAMPA, ID 83686	TUITION REIMBURSEMENT	3,429.34
001759	01/14/20	JONES, ROSS L.	NAMPA, ID 83686	NNU CLASSES REIMBURSEMENT	114.00
001760	01/15/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	57.70
001761	01/17/20	SELECTHEALTH	,	BOARD INSURANCE	3,710.10
001762	01/21/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001763	01/28/20	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	28.83
				GAS EXPENSE	32.53
				GAS EXPENSE	138.77
001764	01/29/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	83.27
001765	01/30/20	PITNEY BOWES	,	POSTAGE EXPENSE	440.44
001766	01/14/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	5,600.00
001767	01/22/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	PROPERTY TAXES	11,311.36
009420	01/10/20	WINGO, JOAN	,	PAYROLL ADVANCE	300.00
009421	01/15/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	170,980.56
009422	01/15/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	46.13
009423	01/15/20	CHOE, EUIJIN	NAMPA, ID 83687	TUTOR HOURS - 39 HOURS	585.00
009424	01/15/20	CROSLEY, TRACEY	,	TEACHER'S PAYING TEACHERS	52.95
009425	01/15/20	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND SPRING 19-20	80.00
009426	01/15/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,704.00
009427	01/15/20	GAONA, PAMELA	NAMPA, ID 83686	KITCHEN SKILLS CLUB	44.31
				KITCHEN SKILLS CLUB	20.00
009428	01/15/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - 10 HOURS	150.00
009429	01/15/20	HERFF JONES INC.	CHICAGO, IL 60693-9292	DIPLOMA	13.20
009430	01/15/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE EXPENSE	2,486.78
009431	01/15/20	ORTIZ, SARA	NAMPA, ID 83651	INTERNET STIPEND SPRING 19-20	80.00
009432	01/15/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE MACHINE	201.42
009433	01/15/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	1,976.34
009434	01/15/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - 1 HOUR	15.00
009435	01/15/20	SANDIDGE, THAD	NAMPA, ID 83686	TUTOR - 3.5 HOURS	52.50
009436	01/15/20	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION	35.00
009437	01/15/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAY SERVICES - DEC 2019	3,632.25
009438	01/22/20	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES	920.00
009448	01/21/20	INTERNAL REVENUE SERVICE	,	FICA - 012020	3,310.97
				FICA - EMP. SHARE - 012020	894.88
				FICA - 012020	1,043.95
				FICA - 012020	10,081.03

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 04/27/20 Print: 04/27/20 10:11:31 AM PAGE 2

(Mo-Yr: 01-2020-01-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009449	01/21/20	PERSI	BOISE, ID 83720-0078	PERSI - 012020	5,301.20
				PERSI - EMP. SHARE - 012020	1,442.68
				PERSI - 012020	16,228.40
				PERSI - 012020	1,602.04
				PERSI ADJ	2,176.04CR
009450	01/21/20	SELECTHEALTH	,	MEDICAL INS - 012020	1,975.77
				MEDICAL INS - 012020	7,727.18
				HEALTH INSURANCE - 012020	2,393.27
				MEDICAL INS - 012020	18,849.78

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 04/27/20 Print: 04/27/20 10:16:44 AM PAGE 1

(Mo-Yr: 02-2020-02-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001768	02/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001769	02/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001770	02/11/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	196.90
				DENTAL INSURANCE	946.15
001771	02/13/20	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	2,427.48
001772	02/18/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001773	02/04/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001774	02/04/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.89
001775	02/04/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	679.41
001776	02/05/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	653.07
001777	02/05/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	2,240.00
001778	02/06/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	323.52
001779	02/14/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	59.22
001780	02/18/20	SELECTHEALTH	,	BOARD INSURANCE	1,767.50
001781	02/20/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001782	02/21/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	3,200.00
001783	02/25/20	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	24.60
				GAS EXPENSE	30.41
				GAS EXPENSE	113.98
001784	02/28/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	95.48
001785	02/05/20	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT	361.01
009451	02/14/20	HURN, ANGELA	MERIDIAN, ID 83642	TEACHER TECH REIMBURSEMENT	500.00
009452	02/14/20	WINGO, JOAN	,	PAYROLL ADVANCE	300.00
009453	02/14/20	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	49.60
009454	02/14/20	2M DATA SYSTEMS	OREM, UT 84057	FINANCIAL SOFTWARE	545.00
009455	02/14/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	119,800.67
009456	02/14/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	38.59
				COPIER EXPENSE	17.91
009457	02/14/20	JEPSEN, MARGARET	NAMPA, ID 83651	TUTOR - FEBRUARY	157.50
009458	02/14/20	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009459	02/14/20	CUEVAS, GUADALUPE	CALDWELL, ID 83607	INTERNET REIMB. 2019-20 2ND SEM	80.00
009460	02/14/20	CURRICULUM ASSOCIATES	N. BILLIERICA, MA 01862-0901	** VOID **	0.00
009461	02/14/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,065.00
009462	02/14/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - JANUARY - 22 HOURS	330.00
				TUTOR - FEBRUARY - 16.5 HOURS	247.50
009463	02/14/20	GROVER, CANDICE	,	STUDENT COUNCIL	134.98
009464	02/14/20	HERMAN, ANNA	NAMPA, ID 83686	TUTOR - FEBRUARY	150.00
009465	02/14/20	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	CALDWELL LAB GAS EXPENSE	165.55
009466	02/14/20	IXL LEARNING	SAN MATEO, CA 94404	CURRICULUM SITE LICENSE	6,200.00
009467	02/14/20	JOSEPHSON, RYAN	,	SCREENCAST-O-MATIC	15.00
009468	02/14/20	LITTLE, LES	,	MILEAGE REIMBURSEMENT - 205 MILES	110.70
009469	02/14/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	3,037.65
009470	02/14/20	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 4 HOURS	100.00
009471	02/14/20	PEARSON EDUCATION, INC.	ATLANTA , GA 30384-9496	CURRICULUM	2,113.64
009472	02/14/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE ACCOUNT	440.44
009473	02/14/20	POPESCU, AMANDA	,	TEACHER TECH REIMBURSEMENT	500.00
009474	02/14/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	2,549.15
009475	02/14/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - FEBRUARY - 16 HOURS	240.00
				TUTOR - JANUARY - 27.5 HOURS	412.50
009476	02/14/20	ROCKY MOUNTAIN ROLL	MERIDIAN, ID 83642	PROM DJ	486.01
009477	02/14/20	STEPHEN'S ELECTRIC	NAMPA, ID 83651	WIRING / INSTALLING CAMERAS	650.00
009478	02/14/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	6,222.75
009479	02/14/20	TONN, JULIE	,	TUTOR - JANUARY - 37 HOURS	555.00
				TUTOR - FEBRUARY - 14.5 HOURS	217.50
009480	02/14/20	TORRES, MARIA	NAMPA, ID 83651	INTERNET REIMB. 2019-20 2ND SEM	100.00
009481	02/14/20	WICKSTROM PLUMBING CO.	NAMPA, ID 83687	TOILET REPAIR	505.06
				TOILET REPAIR	263.51
009482	02/21/20	HOMEGUARD ENVIRONMENTAL LLC	NAMPA, ID 83687	CALDWELL LAB CLEANUP	551.95
009492	02/21/20	INTERNAL REVENUE SERVICE	,	FICA - EMP. SHARE - 022020	894.90
				FICA - 022020	1,043.95
				FICA - 022020	10,457.42
				FICA - 022020	3,134.29
009493	02/21/20	PERSI	BOISE, ID 83720-0078	PERSI - EMP. SHARE - 022020	1,442.68
				PERSI - 022020	5,301.20
				PERSI - 022020	16,987.57
				PERSI - 022020	1,602.04
				PERSI ADJUSTMENT	2,243.26CR
009494	02/21/20	SELECTHEALTH	,	MEDICAL INS - 022020	19,936.58
				MEDICAL INS - 022020	7.727.18
				HEALTH INSURANCE - 022020	2,393.27
				MEDICAL INS - 022020	1,975.77

Another Choice

District To Agency Contract | 2017-2020

Another Choice Virtual Charter School District No. 476
Contract for Special Services for Student(s)
AGENCY: Advocates for Inclusion, Inc.

WHEREAS , pursuant to the Individuals with Disabilities Education Act (IDEA), local school districts are responsible for providing a Free Appropriate Public Education (FAPE) to children who are eligible for special education and related services, and

WHEREAS , Idaho Code § 33-2004 sets forth provisions whereby school districts may provide FAPE to special education students through a contract with an Private Entity approved by the State Department of Education,

THEREFORE THIS AGREEMENT, made this 7th day of August, 2017 by and between Another Choice Virtual Charter School District No 476, hereinafter referred to as the DISTRICT and Advocates for Inclusion a contractor of Behavioral Intervention services, whose address is 958 W Corporate Ln; Nampa, ID 83651, hereinafter referred to the AGENCY.

WHEREAS, the DISTRICT must provide appropriate Behavioral Intervention to the students, the DISTRICT and,

WHEREAS, the AGENCY agrees to provide special education services / Medicaid reimbursable services in accordance with the following State and Federal laws and regulations: Idaho Code; Idaho State Board of Education Regulations pertaining to special education; the Individuals with Disabilities Education Act; Part 34 of the Code of Federal Regulations, Sections 300.300-300.349 and 300.400-300.576; Section 504 of the Rehabilitation Act, Part 104 of the Code of Federal Regulations, and the Family Educational Rights and Privacy Act. These regulations include, but are not limited to, provisions relating to:

a. FAPE
b. Least Restrictive Environment (LRE)
c. Personnel that meet appropriate standards
d. Individualized education program (IEP)
e. Parent participation
f. Procedural safeguards
g. Protection in evaluation procedures
h. Confidentiality of information
i. Nondiscrimination on the basis of handicap

WHEREAS, the AGENCY is fully knowledgeable and has such licenses and certifications as is necessary to act as Behavioral Intervention Therapist and Paraprofessionals; and

WHEREAS, the AGENCY desires to contract for the DISTRICT in providing Behavioral Intervention (BI) services to their students,

NOW THEREFORE, it is agreed as follows:

I. Term and Duration: This Agreement shall commence on the 21st day of August, 2017, and shall go through the 29th day of June, 2020. Either party may cancel this CONTRACT with or without cause on a thirty (30) days written notice to the other party. Said notice shall be delivered to each party at the address listed at the heading of this CONTRACT or at such other address as may be designated by the party receiving the notice from time to time. In the absence of the notice to cancel this contract, it shall remain in full force.

II. Scope of Work: The work that could be performed by the AGENCY includes all services generally performed by the AGENCY on his and her usual line of work, including but not limited to the following:

a. Provide behavioral intervention services including consultation, direct treatment, data collection, and record keeping for students on an IEP receiving behavioral intervention.
b. Communication with staff, parents, and other professionals as appropriate regarding the status of students served. Written reports will be completed within one week following the evaluation.
c. An accurate record of all student contact time and daily attendance will be recorded on Medicaid forms and billing sheet, as appropriate and regardless of case management option. Completed reports will be submitted to the District on the 10th Day of each month.
d. Insure that services are safe and within the bounds of current research and accepted practice.
e. Comply with all Federal, State and local regulations concerning IDEA and maintenance of confidentiality.
f. The Agency agrees to provide services as set forth in our proposal to your district.

☐ The District has requested case management for students.
The Agency will provide ongoing progress reports that the Agency uses to monitor each student's progress toward IEP goals and objectives, as well as the plans required to bill for services rendered.

☒ The District has NOT requested case management for students.

☐ The District has requested case management for a select student.

III. AGENCY'S Responsibilities

a. Provide the DISTRICT, on a monthly basis, a billing statement outlining the services rendered and the amount due the AGENCY.
b. Maintain a log which documents the date, the duration, the student and the type of service rendered. A copy of said log shall be turned in with the billing statement.
c. Provide the participant billing sheets and the Medicaid Service Detail Report showing the itemization of charges with each invoice.
d. Any therapist providing service will maintain current licensure and certification with the State of Idaho.
e. AGENCY to maintain current malpractice insurance policy.
f. Comply with all applicable provisions of Federal and State law relating to the practice of behavioral intervention.
g. Comply with the DISTRICT'S policy and procedures regarding the delivery of services to students and disabilities.
h. Verification that the Agency personnel responsible for providing special education and related services meet the highest entry level state standards for the appropriate occupation category included, regardless of case management option.

IV. Independent Contractor: This Agreement does not constitute a hiring of the AGENCY by the DISTRICT. It is the parties' intention that so far as shall be in conformity with the law the AGENCY shall be an independent contractor and not the DISTRICT'S employee. In conformity therewith the AGENCY shall retain sole and absolute discretion and judgment in the manner and means of providing consulting services to the DISTRICT. The AGENCY is under the control of the DISTRICT as to the result of the AGENCY'S work only and not as to the means by which such results are accomplished. This Agreement shall not be construed as a partnership and the DISTRICT shall not be liable for any obligation incurred by the AGENCY. All services rendered by the AGENCY shall be rendered in a competent, efficient and satisfactory manner and in strict accordance with the currently approved practices in the AGENCY'S professional specialty.

V. AGENCY'S Staff: The DISTRICT acknowledges that the AGENCY has expended and will expend significant effort, time and resources to recruit, hire or engage, and train its therapist.

In consideration of the foregoing, the DISTRICT agrees that it will not solicit employment or engagement as an independent contractor any person employed by the AGENCY as a therapist and/or assistant at any time during the term of the Agreement.

VI. Taxes and other Governmental Expenses: The AGENCY shall be responsible for and shall timely pay all Federal, State, and local taxes and fees including, but not limited to, social security payments, Federal and State withholding taxes and unemployment taxes.

VII. Billing: The DISTRICT shall pay the AGENCY, upon the conditions hereinafter set forth, for all services rendered by the AGENCY, except as herein above provided, within sixty (60) days following the date on which the AGENCY'S invoices have been received by the DISTRICT together with the applicable documentation. The DISTRICT will not pay late fees assessed by the AGENCY.

a. The AGENCY shall be paid as follows and according to services rendered in conjunction with an IEP schedule:
   i) Behavioral Intervention $40.84 per hour; billable at $10.21 per 15 minute increments;
   ii) Behavioral Intervention paraprofessional $18.04 per hour; billable at $4.51 per 15 minute increments;
   iii) Behavioral Intervention-group $49.24 per hour; billable at $12.31 per 15 minute increments;
   iv) Services render must follow an IEP schedule. Services rendered above and beyond an IEP require written authorization from the District.
   v) If required state mandated readjustments to costs/rates through the term of this contract will be adjusted as necessary.

VIII. Controlling Law and Attorney Fees: This Agreement shall be governed by the laws of the State of Idaho. If either party defaults in any manner or fails to fulfill any and/or all provisions of this Agreement, and if the non-defaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation (including any proceedings in bankruptcy), the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforced by the parties notwithstanding any rescission, forfeiture or other termination of this Agreement.

IX. Notice: Any notice required to be provided to any party to this Agreement shall be in writing and shall be considered effective as the date of deposit with the United States Postal Service by certified or registered mail, postage prepaid. Each party hereto agree to notify its employees, agents or subsidiaries of any notice given under this Agreement which materially affects the duties of one of the parties to this Agreement. Any changes in the address (noted below) for notice shall be provided to the other party to the Agreement within five (5) days of such change.

a. AGENCY: Advocates for Inclusion
   958 W Corporate Lane
   Nampa, ID. 83651

b. DISTRICT: Another Choice Virtual Charter School No. 476
   1014 W Hemingway Blvd.
   Nampa, ID. 83651

X. Civil rights: The AGENCY agrees to comply with the Title VI of Civil Right Act of 1964 and all requirements imposed by or pursuant to the regulation of the Department of Health, Education and Welfare (45 C.F. R. Part 80) issued pursuant to the Title, to the end that, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied of benefits of or be otherwise subjected to discrimination under any program or activity for which Federal funds are used in support of the AGENCY'S activities. The AGENCY agrees to comply with the objectives of the American with Disabilities Act. The AGENCY agrees that recruiting, hiring and other employment procedures are free of discrimination based on disability. The AGENCY is an equal opportunity employer.

XI. Miscellaneous

Another Choice

District To Agency Contract | 2017-2020

a. This Agreement may not be assigned by either party to this Agreement without the express written consent of the other party or parties,
b. Each party to the Agreement acknowledges that no representations, inducements, promises or Agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which are not embodied herein, and that no other Agreement, statement or promise not contained in the Agreement shall be valid or binding.
c. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed in their names by their proper officials pursuant to approval of their respective boards.

For the DISTRICT:

Chairman of the Board Signature

John Kelleher

Printed Name

8/16/17

Date

For the AGENCY:

Agency Representative Signature

Kevin McLaren

Printed Name

8/16/17

Date

COMMERCIAL LEASE

THIS LEASE AGREEMENT made this eighteenth day of July, 2012, between Laura Sandidge, ("Owner"), and Another Choice Virtual Charter School ("Tenant").

LEASE OF PREMISES

The Owner hereby leases to the Tenant and the Tenant hereby rents from the Owner, subject to the terms and provisions of this Lease, including the General Provisions hereafter set forth and the Exhibits hereafter identified and attached hereto, those certain premises (hereafter "Premises") shown and described on "Exhibit A" attached hereto and made a part hereof, which Premises are located in that certain building described in Section 1 of the Basic Lease Provisions below. As used in this Lease, reference to the "Building" shall mean the whole of the building structure, parking areas, landscaping and the improvements, together with the underlying land.

BASIC LEASE PROVISIONS

1. Building Name: Hemingway Professional Building
2. Premises Address: 1014 W. Hemingway, Nampa, ID 83651
3. Use of Premises: Virtual charter school and student computer lab.
4. Building Rentable Area: 5,900 square feet.
5. Rentable Area of Premises: 5,900 square feet.
6. Premises Percentage: 100%
7. Initial Term: One hundred twenty (120) Months.
8. Rent Commencement Date: Tenant shall commence paying Base Rent in no event later than August 1, 2012.
9. Option(s) to Renew: As described on Exhibit D
10. Annual Base Rent: $64,900 ($11.00 per square foot for 5,900 square feet).
11. Monthly Rent Installments: $5,408.33
12. Rent Adjustment: Rent increase per the following: 2nd year to $11.50 p/square foot; 3rd year to $12.00 p/square foot; 4th year to $13.00 p/square foot; 5th year to $14.00 p/square foot; 6th year to $14.50 p/square foot; 7th year to $15.00 p/square foot; 8th year to $15.50 p/square foot; 9th year to $16.00 per square foot; 10th year to $16.50 p/square foot.
13. Security Deposit: No security deposit to be required.
    Estimated property and building charges and the first months' all due upon issuance of applicable building permits.
14. Tenant's Address for Delivery of Notices:
    Attn: Kim Hunter
    1014 W Hemingway
    Nampa, ID 83686

Initial ____

COMMERCIAL LEASE AGREEMENT

This Commercial Lease Agreement (Lease) is entered into on this 13st day of June, 2019, by and between SMS Enterprises (Landlord) and Another Choice Virtual Charter School (Tenant). Landlord is the owner of land and improvements whose address is: 958 W Corporate Lane, Nampa ID. 83651. Landlord makes available for lease a portion of the Building designated as Suites 101 and 102 (Leased Premises).

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the provisions set forth herein.

THEREFORE, in consideration of the mutual promises contained herein. and for other good and valuable consideration, it is agreed:

Term.

The Renewal Term of the Lease shall begin on the 1st day of July, 2019, and end on the 30th day of June, 2020. Landlord shall use its best efforts to put Tenant in possession of the Leased Premises on the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

Tenant may renew the Lease for one extended term of one year. Tenant shall exercise such renewal option, if at all, by providing written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal term shall be at the rental set forth below and otherwise upon the same covenants, conditions and provisions as contained in this Lease.

Rent.

Tenant shall pay to Landlord during the Initial Term rent of Twenty-One Thousand Six Hundred and Twenty-four Dollars ($21,624.00) per year, payable in installments of One Thousand Eight Hundred Two Dollars ($1,802.00) per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at the following address:

The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis.

Tenant shall also pay to Landlord a "Security Deposit" in the amount of zero Dollars ($0.00).

Sublease and Assignment.

Tenant shall have the right with Landlord's consent, to assign this Lease to a business with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets.

Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right, upon obtaining Landlord's consent, to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that Tenant shall repair, at Tenant's expense, all damage to the Leased Premises caused by such removal.

Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises. All personal property taxes with respect to Tenant's personal property, if any, on the Leased Premises shall be the responsibility of the Tenant. Landlord shall be responsible for paying all personal property taxes with respect to Landlord's personal property at the Leased Premises.

Insurance.

If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amount as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the particular activities of each in the Building with the premiums thereon fully paid on or before due date. Such insurance policy shall be issued by and binding upon an insurance company approved by Landlord, and shall afford minimum protection of not less than $1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph.

Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord.

Tenant shall pay all charges for telephone services.

Tenant shall pay such all such utility charges prior to the due date. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, over load the wiring or interfere with electrical services to other tenants.

Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

Entry.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas for Tenant and Tenant's agents and employees.

Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

Damage and Destruction.

If the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects, such damage or defects not being the result of any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

Default.

In the event of a default made by Tenant in the payment of rent when due to Landlord, Tenant shall have fifteen (15) days after receipt of written notice thereof to cure such default. In the event of a default made by Tenant in any of the other covenants or conditions to be kept, observed and performed by Tenant, Tenant shall have thirty (30) days after receipt of written notice thereof to cure such default. In the event that the Tenant shall fail to cure any default within the time allowed under this paragraph, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and

other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

Security Deposit.

Landlord shall hold the Security Deposit without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that Tenant shall not consider the Security Deposit an advance payment of rent or a measure of Landlord's damages in case of default. Unless otherwise provided by law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, Landlord shall return the balance of the Security Deposit remaining after any such application to Tenant.

Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

Landlord: SMS Enterprises, LLC
958 W Corporate Lane
Nampa, ID. 83651
Tenant: Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, ID. 83651

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated.

Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

Compliance with Law.

Tenant and Landlord each shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

Kevin McJunn 6/13/19 Laura Sandidge, Ph.D 6/13/19

Landlord Tenant

SUBLEASE AGREEMENT

This Sublease Agreement (the "Sublease") is made effective as of June 14, 2019, by and between Advocates for Inclusion ("Tenant"), and Another Choice Virtual Charter School ("Subtenant"). Tenant has previously entered into a lease agreement with SMS Enterprises, LLC ("Landlord") dated June 13, 2019 (the "Prime Lease"), a copy of which is attached as an exhibit to this Sublease. The Tenant now desires to sublet the leased property to the Subtenant and the Subtenant desires to sublet the leased property from the Tenant. Therefore, the parties agree as follows:

PREMISES. Tenant, in consideration of the sublease payments provided in this Agreement, sublets to Subtenant Williamsburg office building (2808 sq. ft.) located at 10114 W Overland Rd, Boise, Idaho 83709 (the "Premises").

TERM AND POSSESSION. The term of this Sublease will begin on July 01, 2019 and unless terminated sooner pursuant to the terms of this Sublease, it will terminate on June 30, 2020. Subtenant shall be entitled to possession on the first day of the term of this Sublease, and shall yield possession on the last day of the term of this Sublease. Tenant and subtenant will utilize Premises 25% and 75%, respectively. Times to be agreed upon by both parties in writing.

SUBLEASE PAYMENTS. Subtenant shall pay to Landlord sublease payments of $3,042 per month, payable in advance on the first day of each month, for a total sublease payment of $36,504.00. Sublease payments shall be made to Landlord at 958 W Corporate Lane, Nampa, Idaho 83651, which may be changed from time to time by Landlord.

NOTICE. Notices under this Sublease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows to every interested party:

TENANT:
Advocates for Inclusion
958 W Corporate Lane
Nampa, Idaho 83651

SUBTENANT:
Another Choice Virtual Charter School
1014 W Hemingway Blvd
Nampa, Idaho 83651

LANDLORD:
SMS Enterprises, LLC
958 W Corporate Lane
Nampa, Idaho 83651

Such addresses may be changed from time to time by any party by providing notice to the other interested parties as described above.

INCORPORATION OF PRIME LEASE. This Sublease is subject to all of the terms of the Prime Lease with the same force and effect as if each provision of the Prime Lease were included in this Sublease, except as otherwise provided in this Sublease. All of the obligations of Tenant under the Prime Lease shall be binding upon Subtenant. All of the obligations of Landlord under the Prime Lease shall inure to the benefit of Subtenant. It is the intent of the parties that, except as otherwise provided in this Sublease, the relationship between Tenant and Subtenant shall be governed by the various provisions of the Prime Lease as if those provisions were included in this Sublease in full, except that the terms "Landlord," "Tenant" and "Lease" as used in the Prime Lease, shall instead refer to, respectively, "Tenant," "Subtenant" and "Sublease."

Property Taxes and Utilities shall remain the responsibility of the Tenant and not the Subtenant. The Subtenant will be required to maintain comprehensive general liability insurance with respect to the particular activities performed at this Premises. Such insurance shall afford minimum protection of not less than $1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Subtenant shall provide Landlord with current Certificates of Insurance evidencing Subtenant's compliance with this Paragraph.

GOVERNING LAW. This Sublease shall be construed in accordance with the laws of the State of Idaho.

TENANT

Kevin McJoe 6/14/19

Advocates for Inclusion Date

SUBTENANT

Laura Sandidge 6/14/19

Another Choice Virtual Charter School Date

7000 SERIES
FINANCIAL MANAGEMENT

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Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7000**

Goals

Since educational programs are dependent on adequate funding and the proper management of those funds, Another Choice Virtual Charter School goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, Another Choice Virtual Charter School must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of Charter School management and operation.

In the Charter School's fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning, with staff and community involvement, to develop budgets that will achieve the greatest educational returns in relation to dollars expended.

2. Establish levels of funding which shall provide superior education for the Charter School's students.

3. Provide timely and appropriate information to staff who have fiscal responsibilities.

4. Establish efficient procedures in all areas of fiscal management.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School Districts

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed 7/13/11
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7100**

Budget and Program Planning

The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs.

Prior to presentation of the proposed budget for adoption, the administrative staff shall prepare, for the Board's consideration, recommendations (with supporting documentation) that shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

A budget planning meeting will be held annually and the new budget shall be approved no later than on the annual meeting held in June of every year.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed 7/13/11
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7110**

Budget Implementation and Execution

Once adopted by the Board, the operating budget shall be administered by the administrative staff and his/her designees. All actions of the Administrative staff/designees in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Idaho and adopted Board policies.

2. Funds held for contingencies may not be expended without approval from the Board.

3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.

4. Purchases shall be made according to adopted Board policy.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed 7/13/11
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7120**

Budget Adjustments

Any person(s) proposing a budget amendment must provide written notice of the same to each board member at least seven (7) days in advance of the meeting at which such budget amendment will be proposed.

Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Idaho law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements.

With timely notice of a public meeting, trustees, by sixty percent (60%) of the members of the Board of Trustees, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of the Charter School. Budget amendments are specifically authorized by I.C. § 33-701.

Revenue derived from maintenance and operation levies made pursuant to I.C. § 33-802(2) are excluded from budget adjustments.

Budget amendments shall be submitted to the state superintendent of public instruction.

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed 7/13/11
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7200**

Accounting System Design

Another Choice Virtual Charter School's accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the Charter School funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with the accounting system requirements established by legislative action. The accounting system shall be able to demonstrate compliance with finance-related legal and contractual provisions.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed on: 5/28/13
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7210**

GASB Statement 34 (Accounting System)

1. Purpose

The Board recognizes the need to implement the required accounting and financial reporting standards set out in Governmental Accounting Standards Board Statement 34 ("GASB 34")

The primary objectives of implementing the GASB 34 are to assure compliance with state requirements, and to properly account for both the financial and economic resources and to provide new and additional information to users of Charter School financial statements.

2. Authority

Participation of and reporting shall be in accordance with Board policy. State of Idaho Fiscal Policies manuals as prepared by the office of the State of Idaho Controller's Office and GASB 34.

3. Delegation of Responsibility

The responsibility to coordinate the compilation and preparations of all information necessary to implement this policy is delegated to the Administrative Team in cooperation with the Charter School Accountant/Financial Manager.

The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board of Trustees.

The Principal in Cooperation with the Charter School's Accountant/Financial Manager shall prepare the required Management Discussion and Analysis (MD&A). The MD&A shall be in the form required by GASB Statement 34 and shall be submitted to the board for approval, prior to publication.

Prior to submission of the MD&A for Board approval, the independent auditors shall review the MD&A, in accordance with SAS No. 52, "Required Supplementary Information."

4. Guidelines

In order to associate debt with acquired assets, and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. The asset life of these assets shall be considered relative to the time of the respective debt amortizations.

For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than

{ } $4,000, we do include all technology on our inventory.

The capitalization threshold shall be set at a level that will capture at least 80% of all fixed assets.

The assets listed below do not normally individually meet capitalization threshold criteria:

1. Library books. 2. Classroom texts. 3. Classroom materials.

These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.

For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the intermediate unit shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The intermediate unit may record and maintain these non-GASB 34 asset inventories in subsidiary ledges.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Confirmed on: 5/28/13
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7220**

Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the Administrative Team designated with the authority, responsibility and control over the budget appropriations. The responsibility for approving these documents should not be delegated.

The Charter School Administrative Team in association with the Accountant/Financial Manager will be responsible for the development of the procedures and forms to be used in the requisition, purchase and payment of claims.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7230**

Financial Reporting and Audits

The Board directs that financial reports of all Charter School funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the Charter School funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board and or its designee directs that school audits shall be conducted in accordance with Idaho law (I.C. § 67-450B). Each audit shall be a comprehensive audit of the affairs of the Charter School and the Charter School funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards.

The report shall be filed with the state department of education after its acceptance by the board of trustees not later than November 10.

Legal Reference:	I.C. § 33-701	Fiscal year – Payment and accounting of funds
	I.C. § 67-405B	Independent Financial Audits by Government Entities

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7240**

Federal Impact Funds

It is the intent of Another Choice Virtual Charter School that all American Indian children of school age have equal access to all programs, services, and activities offered by the Charter School.

It is also the intent of the Charter School to fully comply with the requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act and regulations relating thereto. To that end, the Charter School shall if applicable:

1. Provide tribal officials and parents of Indian children an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Charter School;

2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the Charter School;

3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the Charter School;

4. Disseminate annually the following materials to tribal officials and Indian parents:
   - Title VIII application;
   - Evaluation of programs assisted with Title VIII funds;
   - Program plans and information related to the education programs of the Charter School.

   Such materials will be provided to tribal officials and parents of Indian children in sufficient time to allow tribal officials and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children and provide input on how the Charter School might help those children realize the benefits of the Charter School's educational programs and activities.

1. Solicit information from tribal officials and parents of Indian children on Indian views, including information on the frequency, location, and time of meetings;

2. Notify tribal officials and parents of Indian children of the locations and times of meetings;

3. Consult and involve tribal officials and parents of Indian children in the planning and development of the Charter School's educational programs and activities;

4. Modify its Indian policies and procedures, if and when necessary, based upon the results of the assessments referenced below.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the Charter School's educational programs and activities and the development and implementation of the Charter School's Indian policies and procedures and share the results of such assessment with the Charter School.

Legal Reference:	20 U.S.C.S. 7701, et seq.	The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
	34 CFR 222.94	What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7240B**
(Background)

Federal Impact Funds

A policy and procedure of this nature is necessary in order to be eligible to receive Title VIII funds to provide programs for eligible Indian students.

When submitting the Impact Aid application for federal assistance, Another Choice Virtual Charter School must provide assurance that it has established the required policies and procedures. In addition to submitting the policies and procedures, the Charter School must ensure that:

1. tribes and parents were informed, consulted, and involved;
2. a statement indicating that the Charter School has on file a list of names and addresses of parents that participated in hearings or other such meetings;
3. dates when proposed policies were considered by the Board (first reading, second reading, etc.);
4. how policies and procedures reflect the views of parents of Indian children; and
5. how policies and procedures have been disseminated to the tribes and parents.

While the amendments provide for the involvement of parents of Indian children, such recommendations are advisory only. The Board has the final authority on policy decisions of the Charter School.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7240P**

Federal Impact Funds

The Board adopts the following procedures as required by Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act:

1. The Administrative Team and/or his/her designee will meet at least two (2) times annually with tribal officials and parents of Indian children. The purpose of the meetings will be to give tribal officials and parents of Indian children an opportunity to comment on whether Indian children are participating on an equal basis with other children in the Charter School in the educational programs and activities offered by the Charter School. The dates and times of these meetings will be sent to tribal officials and parents of Indian children at the beginning of each school year. In addition to the meetings, tribal officials and parents of Indian children are encouraged to contact the Principal at any time to provide comments or concerns regarding Indian children's equal participation in the education programs of the Charter School.

2. When necessary the Board will review this procedure and the Charter School's Impact Aid Policy (7231).

3. The Administrative Team and/or his/her designee will review school data and the comments and/or concerns of tribal officials, parents of Indian children, the community, and staff members regarding the assessment and extent of Indian students' participation and progress in the educational programs and services of the Charter School.

4. When assessment data indicate Indian students are not participating on an equal basis with non-Indian students or making adequate progress, tribal officials and parents of Indian children will be asked to make recommended changes.

5. The complete Title VIII application will be sent to tribal officials (and the Indian Education Center, if appropriate) and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing. Review of new or continuing programs is an ongoing process of the Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing. Additional information is available upon request. A Board meeting will be held, usually in January, for the discussion of the disseminated material as part of a regular Board agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the Charter School office and will be sent to the Tribal Council (and Education Center) for posting.

6. At the Board meeting described in 5, above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly scheduled times, locations, and frequency of pertinent meetings.

7. Tribal officials, Indian parents, the Title IX Indian Parent Committee, the IPP Committee, and Indian Education Center staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the Charter School's office and will also be sent to the Tribal Council and the Tribal Education Center for posting.

8. The Title VIII application will be made available for review by the Title IX Parent Committee and/or the IPP Committee and other interested members of the Indian community, prior to the public meeting generally held in January.

   A Board meeting to discuss equal participation of Indian students will generally be held in January.

   The Title IX Parent Committee and/or the IPP Committee and interested Indian parents and tribal officials will review assessment data to develop or modify educational programs or services to allow participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board in March or as required by federal guidelines.

   Members of the Indian community, tribal officials, members of the Parent Committee and/or the IPP Committee, and staff will be notified of modifications to programs or services as provided in 5, above.

Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Reviewed September 2011 Board Meeting – no changes
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7250**

Fund Accounting System

The accounts of Another Choice Virtual Charter School are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the Charter School:

General Funds
Federal Funds

Legal Reference:	I.C. § 33-901 et seq.	School Funds
	I.C. § 33-701 et seq.	Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7260**

Student Activity Fund

The Board is responsible for the establishment and management of student activity funds. The purpose of student activity funds shall be to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities, including:

1. Admission charges for interscholastic activities;
2. The sale of yearbooks and annuals;
3. Student fee collections which are used to provide more than one activity/benefit to all of the students of a school or school building;
4. Student Club fees;
5. Receipt from vending machines located on school property.

The funds shall be deposited and expended by check in a bank account maintained by Another Choice Virtual Charter School for each student activity fund. The use of the student extra- and co-curricular funds is limited to the benefit of the students.

Specific procedures are available via the Administrative and Financial Team.

For other activity or student funds, the board may create a separate fund(s) and implement procedures for the accounting and control of the same.

Legal Reference: I.C. § 33-705 Activity Funds

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7270**

Property Records

Property records and inventory records shall be maintained on all land, buildings and physical property owned by Another Choice Virtual Charter School.

For purpose of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. The Administrative Team shall ensure that inventories of equipment are systematically and accurately recorded and are updated annually. No equipment shall be removed for personal or non-school use except according to Board policy.

Property records shall show, appropriate to the item recorded, the:

1. description and identification
2. manufacturer
3. date of purchase
4. initial cost
5. location
6. serial number, if available
7. model number, if available

Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.

Cross Reference: 7210 GASB Statement 34 (Accounting System)

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7300**

Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, state and federal sources. All revenues received for the Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts.

The Charter School will collect and deposit all direct receipts of revenues as necessary as appropriate. The Charter School will make an effort to collect all revenues due from all sources, including, but not limited to, rental fees, fines, other fees and charges.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7310**

Advertising in Schools/Revenue Enhancement

Revenue enhancement through a variety of Charter School-wide and Charter School approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Board-approved venture. These opportunities are subject to certain restrictions as approved by the Board in keeping with the contemporary standards of good taste. Such advertising will seek to model and promote positive values for the students of the Charter School through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high standards of personal conduct.

All sponsorship contracts will allow the Charter School to terminate the contract at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing Charter School athletics and activity programs; and
3. Provide scholarships for students participating in athletic, academic and activity programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage
2. Banners
3. Charter School-level publications
4. Television and radio broadcasts
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums
6. Charter School level projects
7. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.)
8. Interior and exterior of a limited number of Charter School buses only if the advertising is associated with student art selected by the Charter School. The only advertising information will note that the student art is sponsored by the participant in the Charter School sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs.
9. Individual school publications (when not in conflict with current contracts)

Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to the requirements of Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder or violence
2. Attack ethnic, racial or religious groups
3. Discriminate, demean, harass or ridicule any person or group of persons on the basis of gender
4. Be libelous
5. Inhibit the functioning of the school and/or Charter School
6. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond/budget issues or any public question submitted at any general, county, municipal or school election
7. Be obscene or pornographic as defined by prevailing community standards throughout the Charter School
8. Promote the use of drugs, alcohol, tobacco, firearms or certain products that create community concerns
9. Promote any religious or political organization
10. Use any Charter School or school logo without prior approval
11. Use age-inappropriate material

Exception

Nothing herein shall be construed to prevent advertising in publications which are published by student organizations, PTA/PTO, booster club, or other parent groups that are approved by ACVS. Funds received for approved projects involving advertising in said publications may be retained by the school-related group that is sponsoring the activity as a fund-raising event.

Solicitations

Salesmen, representatives, or agents shall not solicit or contact pupils, teachers, or other employees in the school buildings or on school grounds without prior approval.

Cross Reference:	2100	Curriculum Development and Assessment
	2500	Library Materials
	2520	Curricular Materials

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7400**

Purchasing

Authorization and Control

The Administrative Staff is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Administrative Staff shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the School for the health, safety and/or benefit of the staff or students. The Administrative Staff shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff members shall not obligate the Charter School without express authority. Staff members who obligate the Charter School without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

With the exception of the purchase of curricular services or materials, whenever the cost of any construction, repair or improvement or the acquisition, purchase or repair of any equipment, or other personal property necessary for the effective operation of the Charter School exceeds Twenty-Five Thousand and 00/100 Dollars ($25,000.00), bids shall be called for by issuing public notice as specified in statute. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any bid, reject all bids and publish notice for bids once again. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the state board of education.

In determining what bid is the lowest responsible bidder, the Charter School will not only take into consideration the amount of the bid, the Charter School will also consider the skill, ability and integrity of a bidder to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

The Administrative Staff shall establish bidding and contract awarding procedures.

Cooperative Purchasing

The Charter School may cooperatively enter into contracts with one (1) or more Charter Schools to purchase materials necessary or desirable for the conduct of the business of the Charter School.

Personnel Conflict of Interest

No employee will make any contractual obligations for or on behalf of the school from any private business or vendor in which or with which the employee has a direct or indirect financial or ownership interest without Board knowledge.

In situations when Board committees are not used for purchases or contracted services from any private business or venture in which any employee of this school has a direct or indirect financial or ownership interest will be made in accordance with the following procedures:

1. The interested employee, the business, or the vendor will disclose the employee's exact relationship to the business or vendor.
2. The affected business or vendor may submit a bid or proposal, written or oral, in compliance with the specifications outlined by the school.
3. This policy will apply to any organization, fund, agency or other activity maintained or operated by the school.

Preferential treatment of gifts, prizes, awards, or merchandise as a result of ordering any items or a result of placing any purchase order with a vendor on behalf of the school will not be given.

Legal Reference:	I.C. § 33-601	Real and personal property – Acquisition, use or disposal of same.
	I.C. § 33-402	Notice requirements
	I.C. § 33-316	Cooperative contracts to employ specialized personnel and/or purchase materials

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT 7407

Public Procurement of Goods and Service

The Charter School shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in state law.

Public Procurement of Goods and Services Bidding

$0 to $25,000	No bidding requirements	IC 67-2803 (2)
$25,001 to $50,000	Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least 3 vendors. Allow 3 days for written response, unless an emergency exits; 1 day for objections.	IC 67-2806 (1)
$50,000 and above	Formal bidding: Publish bid notice at least 2 weeks in advance of bid opening. Make bid specifications available; written objections allowed. May request bib security/bond. Can reject all if able to purchase more economically in the open market.	IC 67-2806 (2)

Exemptions to Public Procurement of Goods and Services Bidding

Personal Property	Already competitive bid (piggy-banking)	IC 67-2803 (1)
$25,000 or less	Contracts or purchases of goods or services	IC 67-2803 (2)
Any Amount	Payments of Wages	IC 67-2803 (3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in IC 67-2320)	IC 67-2803 (4)
Any Amount	Procurement of an interest in real property or the lease thereof	IC 67-2803 (5)
Any Amount	Procurement of insurance	IC 67-2803 (6)
Any Amount	Costs of Joint Powers participation	IC 67-2803 (7)
Any Amount	Emergency Expenditures	IC 67-2808 (1)

Legal Reference: I.C. § 67-2801 et seq. Purchasing by Political Subdivisions

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7410**

Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials under the amount of Fifty Dollars ($50), postage, delivery charges, and freight. Individual personal reimbursements which exceed Fifty Dollars ($50) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account will be limited to Two Hundred Dollars ($200) for secondary schools and One Hundred Dollars ($100) for elementary schools and school offices and departments.

Each administrator of a school or department with a petty cash fund account may appoint and designate a fund custodian to carry out the bookkeeping and security duties. Monies which are not specifically petty cash monies shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

The Charter School business office shall be responsible for establishing the procedures involving the use and management of petty cash funds.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7420**

Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the Charter School from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the Charter School.
2. The purchase was made with the prior approval of an authorized administrator or established procedure.
3. The item purchased was not available from resources within the Charter School.
4. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7425**

Personal Reimbursements for Technology Expenditures

Use of technology is required in a virtual school environment in order to conduct the business of the school. Most certificated and/or non-certificated staff requires access to a communications device, which could be a phone and/or computer to communicate and access students, staff, families, curriculums and student information systems, which are delivered on line. If a position is consider a 75% or more on site position there will be no technology provided outside of the on site building materials, which would include phones and computers on site.

Individuals that do contract work with Another Choice Virtual Charter School, ACVS, or are temporary hires may check out a computer from the Informational Technology Department for use while they are contracting or working for the school during the school calendar year. Individuals that are considered 75% or more on site may check out a computer as needed with Administrative approval.

Specific items are required for specific staff members that conduct their business remotely, regardless of full time or part time status as outlined below:

Administrative/Coordinator/Manager and Teachers:

Materials needed: Phone and computer for communication purposes and to access the curriculums and Student Informational System

Phone Expenses Reimbursement – Eligible staff members may choose one option:

1. Go on the school plan with the following specifications:
   1.1. Be aware that all data is not private and can be accessed at any time as needed by the IT Department or as instructed by the Administrative staff.
   1.2. Be aware that there will be a limitation of data as set forth in the school plan. The limitation may change annually based on the number of individuals on the plan.
   1.3. Be aware that if there is an overage of the specified data there will be a minimum of $150 plus fees to reimburse the school for the overage fee.
   1.4. Be aware that the cost of the phone or the cost of the phone upgrade will be at the staff member's expense at the time of purchase. The phone would not be school property. The staff member's phone number can be taken with them if they leave ACVS.
   * Administrative & specified staff that are required to have a phone at all times for their position will not be limited in their data and a phone will be provided as specifically required for their position.
2. Do not go on the school plan and receive a flat reimbursement rate of $50 monthly per their contract period to off-set the expense of the phone.

** The effective date for this updated plan will be August 1, 2017, for all eligible staff.

Computer/Technology Expenses Reimbursement – Eligible staff members may choose one of two possible options:

1. Each year, effective the first day of the calendar year in which they are hired the individual will be eligible for up to $500.00 in reimbursements for technology for full time staff and $250.00 for part time staff.

   1.1. Approved technology: Computer
   It is strongly suggested that this expense reimbursement be used for computers. It is acknowledged that computers are typically more than $500 therefore an eligible staff member could expend up to 2 years expense reimbursement however, it will be required that the individual sign acknowledgement that if they are no longer with ACVS for any reason prior to the expense being fully realized that they will have the option to have the amount deducted from their last check/s as applicable or to turn in the computer to the IT department's inventory.

   1.2. Approved technology: iPad; Tablet; Scanner/Printer; Software for computer; approved peripherals specifically as listed: mouse; external hard drive, headset; external monitor.
   Items in this category are <u>not eligible</u> for the extended reimbursement option. Items purchased out of this category will not be returned at the end of the year and will not be part of ACVS inventory.

   1.3. Staff are required to purchase their own technology and will be reimbursed as per the typical reimbursement standard as listed below. The financial department will be required to have the form signed prior to giving the reimbursement and the form will be retained in the staff's personnel and financial file.

2. Do not participate in the reimbursement program and check out a computer from the IT Department. Staff will be responsible for the material.

** The effective date for this updated plan will be August 1, 2017, for all eligible staff.
* For the 15 staff members that participated in the 2015-2016 3-year expenditure plan and 2 staff members participated in the 2016-2017 3-year expenditure plan, those plans will be will remain in effect and continue though August 1, 2018. As of August 1, 2018 all staff will be on the same reimbursement plan.

There are specific Support Staff positions that may be eligible and or required to access the Phone Expenses Reimbursement as part of their position. This would be stated in their job description and approved by the Administration. The Computer/Technology expenses would not be reimbursed, as their technology materials would be provided as needed for their position.

An employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase falls within this policy.

2. The purchase was made with the prior approval of an authorized administrator and/or Technology team.

3. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: 1/2016 & 1/18/17 & 2/15/17
Adopted on: 3/15/2017
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7430**

Travel Allowances and Expenses

Every Charter School employee and trustee will be reimbursed for travel expenses while traveling and engaged in official Charter School business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor if outside of the job description.

The Charter School business office will be responsible for the development of procedures and forms to be used in connection with travel expense claims and reimbursements.

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7440**

Charter School Credit Cards

The Board of Directors permits the use of charter school credit cards by certain school officials to pay for actual and necessary expenses incurred in the performance of work-related duties for the charter school.

All credit cards will be in the name of the charter school. Credit cards may only be used for legitimate charter school business expenditures. The use of credit cards is not intended to circumvent the charter school's policy on purchasing. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy may result in credit card revocation and discipline of the employee.

The Principal shall monitor monthly the use of each credit card by reviewing credit card expenditures and report any serious problems and/or discrepancies directly to the Board.

Credit Card Users

Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss or theft. Any damage, loss or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Credit Card Limits

The charter school shall establish a credit line not to exceed what is needed for the need for their position for all cards issued to the charter school.

Return of Credit Card

A charter school employee who is no longer employed by the charter school shall return the credit card upon termination to the Principal no later than five calendar days after termination.

Misuse and/or Unauthorized Use

An employee who violates a provision of this policy shall have his/her credit card revoked immediately and shall be subject to disciplinary action as determined by the Principal and reported to local law enforcement. If the Principal violates a provision of this policy, he/she shall be subject to disciplinary action as determined by the Board and reported to local law enforcement.

Additional Procedures

The Principal, in consultation with the Assistant Principal and/or Business Manager, may establish additional procedures governing the issuance and use of district credit cards that do not contradict any part of this policy. Each cardholder shall be apprised of the procedures governing the use of the credit card and a copy of this policy and accompanying procedures shall be given to each cardholder.

Legal Reference:	I.C. § 18-5701	Misuse of Public Money by Officers
	I.C. § 18-5703	Definitions

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7440F**

Credit Card Holder Agreement

By my signature I hereby acknowledge that I have read and understand Another Choice Virtual Charter School's credit card policy. Furthermore, I affirm that I will not use the credit card for personal reasons. I understand that a violation of this agreement may result in disciplinary action up to and including termination, and possible legal action.

Signature	Position
Printed Name	Date Signed

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT **7500**

Special Education Policies and Procedures

As part of Another Choice Virtual Charter School's original Charter we adopted the most recent Special Education Manual that is written by the Idaho Department of Education, Special Education Department.

Special Education Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs including in accessing and dispersing special education funds. This includes revenues from non-tax, local, state and federal sources. All revenues received for Another Choice Virtual Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts as documented in ACVS Policy 7300.

As per Federal Regulation Special Education Funds:
§300.202 Use of amounts
(a) General. Amounts provided to the LEA under Part B of the Act
(1) Must be expended in accordance with the applicable provisions of this part;
(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities; and
(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

Excess Costs

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines regarding Excess Costs.

Time and Effort Reporting

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA and the OMB Circular A-87 and A-133 for guidelines regarding Time and Effort Reporting.

Acquisition Of Equipment And For Construction Or Alteration Of Facilities

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines

regarding the utilization of Part B and Preschool funds for the acquisition of equipment and for construction or alteration of facilities.

Parentally-Placed Private School Children

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding Parentally-Placed Private School Children.

Coordinated Early Intervening Services (CEIS)

Under the 2004 IDEA amendments and the 2006 IDEA regulations, local education agencies (LEAs) are permitted to use up to 15% of their IDEA Part B and Preschool (Section 611 and Section 619 combined) to "develop and implement coordinated, early intervening services, which may include interagency funding structures, for students in grades kindergarten through grade twelve (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment." 34 C.F.R. § 300.226.

A LEA is required to use the maximum amount (15%) of their Part B allocations (Section 611 and Section 619 combined) for CEIS if significant disproportionality is determined through the collection and analysis of student race and ethnicity data in the following areas:

1. The identification of children as children with disabilities
2. The identification of children as children with disabilities in accordance with a particular impairment
3. The placement in particular educational settings of these children
4. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. 34 CFR § 300.646.

Procurement Procedures

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding procurement procedures for all commodities and services purchased with Federal Grant Funds. In all cases State and Federal laws shall be implemented in accordance with *34 CFR § 80.36*(i)(1).

Retention of Fiscal Records

Another Choice Virtual Charter School will refer and adhere to the ACVS Adopted Special Education Manual and best practices set forth by IDAHO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS regarding retention of fiscal records with Federal Grant Funds in accordance with *34 CFR § 80.42*. In all cases State and Federal laws shall be implemented.

Maintenance of Effort

The MOE regulations at 34 CFR §300.203 read as follows:

(1) Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available: (i) Local funds only. (ii) The combination of State and local funds.

(2) An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (b)(1)(i) of this section was used to establish its compliance with this section.

(3) The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (a) of this section.

Another Choice Virtual Charter School will implement 34 CFR §300.203 fully and will refer to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines for implementation of determining Maintenance of Effort Costs.

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on: 5/16/12

Another Choice Virtual Charter School

PART B INVENTORY MANAGEMENT SYSTEMS **7510**

Another Choice Virtual Charter School will be able to use IDEA Part B funds to purchase equipment or property as long as they maintain an adequate inventory management that complies with EDGAR Section 80.32.

Property records in the inventory management system should include, at a minimum:

1) Property description;
2) Identification number;
3) Source of funding;
4) Acquisition date and cost;
5) the location, use* and condition of the property; and
6) any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment, and property records should be updated frequently so that ACVS can account for every piece of equipment purchased with federal funds at any given time.

* Equipment or property purchased exclusively with IDEA Part B funds must be used exclusively for the benefit of the Special Education Program.

Inventory Controls must provide

Adequate safeguards to prevent loss, damage, or theft

Physical inventory of property at least every two years

Adequate maintenance of equipment Disposition of Equipment

EDGAR Section 80.32 (e) establishes rules for disposing of equipment: (e) Disposition. When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows: (1) Items of equipment with a current per-unit fair market value of less than $5,000.00 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency. (2) Items of equipment with a current per unit fair market value in excess of $5,000.00 may be retained or sold, and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment. (3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition action.

Policy History: Reviewed 5/16/12 & 6/20/12
Adopted on: 6/20/12

Revised on:

7510-2

5/28/2020

Another Choice Virtual School
1014 W. Hemingway Blvd.
Nampa, ID 83651
Delivered via Email

Dear Chairman Kelleher and Dr. Sandidge,

After reviewing the documentation ACVS provided in response to our 4/15/20 letter, I am writing to request additional information. Concerns remain regarding ethics and procurement.

While board meeting minutes evidence that board directors have recused themselves from several votes, they do not provide evidence that proper disclosures were made in compliance with Idaho Code. In addition, the previously submitted documentation does not evidence that various vendors were selected using proper procurement procedures. Please provide documentation to verify ACVS's compliance with ethics in government and procurement.

The following page details the outstanding questions and necessary documentation. I appreciate your continued corporation. Please feel free to reach out if you have any questions.

Sincerely,

Jenn Thompson
Director, Idaho Public Charter School Commission

REQUEST FOR DOCUMENTS

1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.
2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.
3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.
4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.
5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.
6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.
7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.

QUESTIONS

1) Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.
2) Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.
3) Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.
4) Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion's intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.
5) Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.
6) Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.

Laura Sandidge Ph.D., Administrator
1014 W. Hemingway Blvd.
Nampa, ID 83651
Office Phone: 208-475-4255
Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

July 6, 2020

Dear Ms. Thompson;

Thank you again for allowing me to respond for your request for more information. I do know your time is very valuable, so I will try to clarify your questions in as succinct a way as possible.

I have attached what information and documents I have that will address your concerns mentioned in the request for additional information. If you have any questions on those I am available to respond.

These are the answers to the specific questions that you sought additional information on.

1. Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.

As stated previously, Another Choice Virtual Charter School, ACVS, first contracted with Advocates for Inclusion in 2010. Mr. McLaren was not on the board at that time. Additionally, as per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for the procurement of personal or professional services to be performed by an independent contractor. The services were determined to be needed early on as submitted previously.

There has never been a bid presented by any other agency to ACVS for the services that Advocates for Inclusion provides. The need for that is not specifically necessary or always financially feasible for an outside agency. If another agency wants to work with a student that attends ACVS we allow any agency, or private provider, to come in to the school as long as they can document that they have a background check and they adhere to our lab policies and procedures. In that situation they would do their own billing as per their own agency policies and procedures outside of the school, therefore a contract is not needed to provide services.

2. Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.

Mr. McLaren was not on the board when ACVS began contracting with Advocates for Inclusion and has recused himself since then to the best of my knowledge.

3. Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.

My area of expertise is very much special education. I hold a doctorate in special education. I have trained at our local universities and I have also trained internationally on how to provide services to individuals with disabilities. I am very particular on the quality of services we provide to our students. Our school focuses on learning differences, so this is very important to me. That said, as the special education director for our school I am involved in the quality of services delivered. I have always tried to remove myself from the contracting with Advocates for Inclusion and Another Choice, however, I am involved in assuring that the services provided are appropriate and meet the needs of our school.

Mr. McLaren is the financial manager for Advocates for Inclusion, consequently it is assumed he would be involved generally in the contracts for that business, from the perspective of that business.

As for his involvement at the school's level, Mr. McLaren recused himself on the voting for any matter associated with Advocates for Inclusion since he has been on the board. He was not on the board when Advocates for Inclusion first started working with ACVS and accordingly would have had no involvement from the school perspective, regarding any matter associated with the contract in regards to bidding, terms, approval or review.

4. Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion's intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.

As per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for procurement of personal or professional services to be performed by an independent contractor.

As stated previously, within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same written resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record.

ACVS first contracted with Advocates for Inclusion in 2010 and Mr. McLaren was not on our board at that time.

5. Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.

As per ACVS policy and section Idaho Code 67-2803 § 5, Procurement of an interest in real property; there was no competitive bidding process. ACVS worked with the resources we had that would be able to rent to a Charter school without any credit history or financial stability and provide buildings that had the size and location specifications that were needed. As a Charter School we always know that our charter is extended at the will of the Commission. Therefore, SMS enterprises was agreeable to knowing that our lease could end unexpectedly. We have rented from other entities and in fact still do as needed. At all times the needs of ACVS have been the priority on any rental contracts we have.

6. Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.

Mr. McLaren, as the clerk for SMS, does do the lease agreements for SMS Enterprises.

The Board is the only authority that can enter into lease agreements of this nature and does approve all such agreements.

Attached with this letter please find documentation responsive to your inquiry. As always, if you have any questions or if you need additional information, please do not hesitate to contact us at your convenience.

Thank you,

Laura Sandidge

Laura Sandidge, Ph.D.
Administrator / Head of School

Additional requested Attachments

1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.

a) Board Rental Letter attached.

2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.

a) May 2020 Board Notes attached.

3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.

a) Please see the response for question one. There have been no bids for the services that Advocates for Inclusion provides.
b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
c) Board Policies previously submitted.

4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.

a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
b) An agency or private provider can actually can bill at an amount agreed upon with their client or with Medicaid when they do not go through the school. If they bill through any school the Department of Health and Welfare require the school to subtract 1/3 of the reimbursement of those services.

5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.

a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
c) Board Policies previously submitted.

6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.

a) ACVS required the need for the services, at that time the board knew Advocates for Inclusion, the principal of ACVS at that time also knew Advocates for Inclusion. In light

of the law and board policy the choice in 2010 was to work with Advocates for Inclusion. The services provided meet the needs and due to that fact it has just continued over time.

7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.

a) I do apologize, I don't know how to prove this to you. I don't have any documentation that a bid came in to ACVS, because there hasn't been one. The only way I know how I can support this claim is with the trust that our board has given me. I haven't gotten a bid for the services that Advocates for Inclusion provides.

Another Choice
VIRTUAL SCHOOL

Laura Sandidge, Administrator
1014 W Hemingway Blvd.
Nampa, ID 83651

Office Phone: 208-475-4255
Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

July 1, 2020

Dear Ms. Thompson;

The Board had shared knowledge within the commuunity of the organization since the onset of the lease, that Mr. Kevin McLaren as well as Dr. Laura Sandidge had a portion of ownership of SMS Enterprises.

Thank you,

John Keleher
John Keleher (Jul 6, 2020 23:02 MDT)
John Kelleher, Ph.D.

Misty Puckett (Jul 7, 2020 12:55 MDT)
Misty Puckett

Ruth Kropp (Jul 6, 2020 18:52 MDT)
Ruth Kropp

Laura Shoemaker (Jul 7, 2020 11:43 MDT)
Laura Shoemaker

Kevin McLaren
Kevin McLaren (Jul 6, 2020 18:25 MDT)
Kevin McLaren

Another Choice Virtual Charter School Board Meeting Agenda

ZOOM Meeting Address: Join URL: https://zoom.us/j/...

5/13/20

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

    We had no guests this month.
  - Old Business
    - School Improvement Grant; Commission Conditions Report
      - Commission Phone call discussion

      Laura updated the board on the current status.
    - Our response to Covid-19 – discussion
      - Update

      Laura updated the board on the current status – we are actively working with students virtually with our teachers and school improvement tutors, while things are very busy and stressful, students and staff were all working very hard. The elementary team in particular were highly commended on their efforts especially in the area of course completion.
    - Staffing Requests for 2020.2021
      - Special Funding

      Laura and Ross updated the board on the current status of special funding that will be forthcoming from the state in light of the Covid-19 situation. The outcome of this discussion determined these funds would be used to pay for additional staff to work directly with and for students in the summer and during the next school year to ensure course completion and development of academic skills.
    - FYI on the Math position that is open currently

      Laura updated the board on the current status.
    - Rentals All locations

      Ross and Laura discussed the current status on all rental agreements in all locations, Nampa, Boise, and Caldwell. There was a significant discussion on this in order to ensure that there was full understanding on ownership and current use of all locations. Ownership of all buildings is known, but reiterated with the Board as well as the costs associated. Discussion ensured that none of the Board members had concerns or questions with the ownership. Motion made to continue and extend rental agreements for Boise and Nampa locations for another year was made by Ruth Kropp and seconded by John Kelleher. Motion carried with unanimous

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. *1*

agreement of all who voted. Mr. McLaren abstained from voting for all Nampa and Boise locations to ensure there was no conflict of interest.
Ross and Laura further discussed that the Caldwell building is in the process of being sold and the owner would like a three year lease at an increased cost. The Board discussed concerns with this in light of finances being held back this year. It was determined by the Board that Ross Jones would work with the owner of the Caldwell building to have no more than a two year contract and to keep the cost as low as possible. It was determined by the board that if this could not be achieved Mr. Jones would need to come back to the board for further discussion. John Kelleher motioned and Misty Puckett seconded. All approved.

- Related Services Contracts

Laura discussed and confirmed with the Board all the related services contracts that are held as well as costs of those services and the ownership of those businesses. While it is known, it was again confirmed that Laura Sandidge and Kevin McLaren have partial ownership of Advocates for Inclusion. This was clearly discussed. Laura Sandidge also confirmed with the board if there ever were concerns they could be brought up at any time during the year for review. The board had no issues with any of the ownership or resulting contracts. John Kelleher motioned and Ruth Kropp seconded to continue the current contract as is with Advocates for Inclusion. Kevin McLaren abstained from discussion or voting. All others approved unanimously.
It was discussed that currently we have two speech providers and one provider will be able to provide the needed services next year rather than two. It was determined that we will keep the one speech provider to minimize scheduling issues with students. It was further discussed that if needed services would continue to be virtual in light of us not being able to be face to face with Covid. John Kelleher motioned and Ruth Kropp seconded to continue all related services contracts and to consolidate the speech contract to one provider if possible. All approved.

- New Business
  - Current Financial Report (Discussion) Ross presented and answered questions concerning the budget.
  - Certification Update
    - Staff Reviewed for Certification:
    - Victoria Murphy, SPED, has completed the ABCTE process for certification. Discussion that there is a continued area of need for this position. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.
    - Jordan Watkins, ART, has a degree in Graphic Design and is a professional in their photography and graphic design field. Discussion that there is an area of need for this position of teaching an art class. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.
    - Nathan Hunter, taking classes for Math certification, has a degree and is Certified in the State of Idaho in the area of SPED,. Discussion that there is an area of need for a Math position with expertise in working with and understanding students that qualify for SPED. Motion made by Ruth Kropp, seconded by Kevin McLaren to submit for official certification for this position, all approved.
  - Financial Policies Review – All financial policies were presented to be reviewed again for updating. This will be discussed again next month.
  - First Reading of the Budget Report - Ross presented and answered questions concerning the first reading of the budget for 2020.21.
  - Update of the Current Year for all programs / Status Update on School
    - Special, Standing, and Informational Reports
      - Training / Professional Development
      - Graduation

Laura updated the board on upcoming activities and the current status of the school. The board had a few questions on how Graduation plans were progressing. This was discussed, and while it is very difficult to turn this over to virtual there were many who were helping.

- BOARD Training: Educational responses to Covid-19 that are updated continually
  - https://coronavirus.idaho.gov – &
  - https://www.idsba.org/helping-you-stay-informed-2/

- Meeting Adjourned

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. 2

- Upcoming Dates:
  - Check Website for other activities and important dates / and or cancellations
- Next meetings:
  - Next meetings: 6/13/20.
  - Remember no meeting in July unless requested;
  - Meetings are always at 4:15 ~~at the Another Choice Virtual Charter School Nampa Lab~~ Virtually till further notice via Zoom or Google Chat.

Meeting adjourned at 6:15, Respectfully submitted

Laura Sandridge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. 3

Idaho Statutes

TITLE 67
STATE GOVERNMENT AND STATE AFFAIRS
CHAPTER 28
PURCHASING BY POLITICAL SUBDIVISIONS

67-2803. EXCLUSIONS. The procurement requirements established in this chapter shall not be applicable to:

(1) The acquisition of personal property when the procurement duplicates the price and substance of a contract for like goods or services that has been competitively bid by the state of Idaho, one (1) of its political subdivisions, or an agency of the federal government;

(2) Contracts or purchases wherein expenditures are less than fifty thousand dollars ($50,000), provided such contracts or purchases shall be guided by the best interests of the political subdivision procuring the goods and services as determined by the governing board;

(3) Disbursement of wages or compensation to any employee, official or agent of a political subdivision for the performance of personal services for the political subdivision;

(4) Procurement of personal or professional services to be performed by an independent contractor for the political subdivision;

(5) Procurement of an interest in real property;

(6) Procurement of insurance;

(7) Costs of participation in a joint powers agreement with other units of government;

(8) Procurement of used personal property;

(9) Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS);

(10) Procurement of personal property or services through contracts entered into by the division of purchasing of the department of administration of the state of Idaho;

(11) Procurement of goods for direct resale;

(12) Procurement of travel and training;

(13) Procurement of goods and services from Idaho correctional industries;

(14) Procurement of repair for heavy equipment;

(15) Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law;

(16) Procurement of public utilities;

(17) Procurement of food for use in jails or detention facilities; or

(18) Procurement of used equipment at an auction if authorized by the governing board.

History:

[67-2803, added 2005, ch. 213, sec. 37, p. 669; am. 2009, ch. 174, sec. 1, p. 554; am. 2010, ch. 123, sec. 1, p. 269; am. 2011, ch. 320, sec. 1, p. 937; am. 2016, ch. 290, sec. 1, p. 820; am. 2017, ch. 197, sec. 4, p. 484.]

January 2019

Advocates for Inclusion – Special Ed Services – 223,060.23 **Conflict**

April 2019

Homeward Real Estate – Building Exploration – 25,000.00 **Conflict**

Advocates for Inclusion – SPED Services – 187,962.32 **Conflict**

May 2019

Gregory Warren – Tuition Reimbursement – 1430.28

Advocates for Inclusion – Network Solutions Reimbursement – 685.00

June 2019

Lisa Hawes – Tuition Reimbursement – 1392.00, 2784.00

August 2019

Advocates for Inclusion – SPED Services – 110,709.12 **Conflict**

SMS Enterprises LLC – Leases – 36,504.00, 23,064.00 **Conflict**

October 2019

Advocates for Inclusion – SPED Services – 13,090.22 **Conflict**

November 2019

Michelle Carroll – Tuition Reimbursement

*** WEBSITE REPORT *** ANOTHER CHOICE VIRTUAL CHARTER SCH 01/28/19 Print: 01/28/19 4:24:16 PM PAGE 1

(Mo-Yr: 01-2019-01-2019)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
008903	01/18/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE - JAN LATE FEE	75.00
008904	01/18/19	HUNTER, RHETT	,	LAB SUBSTITUTE	310.50
008905	01/18/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
008906	01/18/19	DORRIAN, KEVIN	,	FINGERPRINTS	10.00
				LOWE'S	26.71
008907	01/18/19	FULFER, ERIKA	BOISE, ID 83702	SPECIAL ED SERVICES	1,988.00
008908	01/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES - 10.5 HOURS	840.00
008909	01/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	221.94
008910	01/18/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSALATION CONTRACTOR	100.00
008911	01/18/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH AND PHYSICAL THERAPY SVCS	9,167.25
				SPEECH THERAPY SERVICES	6,737.25
				PHYSICAL THERAPY SERVICES	81.00
008912	01/23/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	223,060.03
008913	01/23/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	146.71
008914	01/23/19	BRAUN, STEPHANIE	,	TEACHER TECH	1,000.00
008915	01/23/19	CALDWELL CITY WATER	CALDWELL, ID 83606-0880	1207 S KIMBALL - UTILITIES	69.49
008916	01/23/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE - NAMPA/CALD	1,067.50
008917	01/23/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB	44.62
008918	01/23/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2018-19 1ST SEM.	60.00
008919	01/23/19	GAONA, PAMELA	NAMPA, ID 83686	TEACHER TECH	869.00
008920	01/23/19	GIBSON, STEPHEN	,	FILM CLUB	66.77
008921	01/23/19	GREENS HEATING AND AIR C	NAMPA, ID 83687	REPLACE FLAME SENSORS	270.00
008922	01/23/19	IASBO	HAILEY, ID 83333	MEMBERSHIP RENEWAL	125.00
008923	01/23/19	LITTLE, LES	,	FOOD ALLOWANCE	12.16
				MILEAGE REIMBURSEMENT - 177.7	95.96
008924	01/23/19	MARLIN BUSINESS BANK	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	843.62
008925	01/23/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	JANE PALMER - COLOR GUARD	344.50
008926	01/23/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT - ADV OPS	1,040.00
008927	01/23/19	ROJAS, RACHEL	EMMETT, ID 83617	ADAPTIVE ART CLASS	20.83
				ADAPTIVE ART CLASS	21.18
				ADAPTIVE ART CLASS	9.42
008928	01/23/19	TIRADO, NATASHA	,	FINGERPRINTING	10.00
				SDE ACCREDITATION	75.00
008929	01/23/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	543.11
008930	01/23/19	WARREN, GREGORY	,	FORENSIC SCIENCE CLUB	19.07
008931	01/23/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	131.25
				CUSTODIAL SERVICES	752.50
				CUSTODIAL SERVICES	537.29
				CUSTODIAL SERVICES - PAYMENT	475.00CR
				CUSTODIAL SERVICES	175.00
008941	01/24/19	INTERNAL REVENUE SERVICE	,	FICA - 012019	2,712.54
				FICA - 012019	1,569.38
				FICA - 012019	7,162.03
				M/CARE - 012019	25.50
				FICA - EMP. SHARE - 012019	853.86
				M/CARE - 012019	47.72
008942	01/24/19	PERSI	BOISE, ID 83720-0078	PERSI - 012019	11,148.84
				PERSI - 012019	41.60
				PERSI - 012019	3,993.67
				PERSI - EMP. SHARE - 012019	1,305.86
				PERSI - 012019	2,411.30
				PERSI - 012019	72.54
008943	01/24/19	SELECTHEALTH	,	MEDICAL INS - 012019	8,924.32
				MEDICAL INS - 012019	13,359.49
				HEALTH INSURANCE - 012019	2,553.00
				MEDICAL INS - 012019	2,998.55
				MEDICAL INS - 012019	26.33
				MEDICAL INS - 012019	96.31

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001528	04/01/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	74.19
001529	04/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001530	04/03/19	ACVS MISC. VENDOR	,	IDAHO.GOV	51.00
001531	04/03/19	ACVS MISC. VENDOR	,	CAPITAL CITY	74.50
001532	04/03/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	844.21
001533	04/05/19	AMAZON.COM	,	OFFICE SUPPLIES	118.99
001534	04/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	152.16
				INTERNET EXPENSE	199.20
001535	04/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001536	04/15/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	58.28
001537	04/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001538	04/23/19	FORK	BOISE, ID	CONFERENCE LUNCH	55.22
001539	04/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.72
001540	04/25/19	ACVS MISC. VENDOR	,	BOISE PARKING - CONFERENCE	15.00
001541	04/29/19	ACVS MISC. VENDOR	,	CONFERENCE LUNCH - BONEFISH GRILL	65.93
001542	04/29/19	ACVS MISC. VENDOR	,	STUDENT EVENT DOMINO'S PIZZA	102.52
001543	04/02/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	168.63
001544	04/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	764.25
001545	04/02/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001546	04/04/19	ACVS MISC. VENDOR	,	WILDCAT SCREEN PRINT	69.96
001547	04/04/19	PITNEY BOWES	,	PITNEY POWE'S POSTAGE ACCOUNT	500.22
001548	04/05/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	365.69
001549	04/12/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS FEE	54.20
001550	04/12/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001551	04/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	70.91
001552	04/18/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001553	04/23/19	ACVS MISC. VENDOR	,	AUTO-OWNERS	44.00
001554	04/24/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	15.07
				GAS EXPENSE	16.13
				GAS EXPENSE	87.93
001555	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	MICROSOFT	107.27
				THE UPS STORE	35.72
				BEST BUY	210.91
				BEST BUY	429.00
001556	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	WALMART	15.84
				COSTCO	138.73
				WALMART	27.45
				ALBERSON'S	9.54
				COSTCO	6.36
				WALGREEN'S	3.49
				TEACHER'S PAY TEACHER'S	1.25
				WALMART	8.02
				WITCO	34.00
				AMAZON	311.00
				FLYING M	45.79
				AMAZON	58.06
				DROPBOX	199.00
				ADOBE	14.99
				AMAZON - SUPPLIES	65.80
				AMAZON - SUPPLIES	33.77
				AMAZON - SUPPLIES	99.38
				WITCO	5.90
				CO CALDWELL ONLINE	73.34
001557	04/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	87.13
008982	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	TEACHER CERTIFICATION	100.00
008983	04/03/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	230.68
009008	04/03/19	2M DATA SYSTEMS	OREM, UT 84057	ACCOUNTING SOFTWARE UPDATE	530.00
009009	04/03/19	HUNTER, NATHANIEL	,	MIDDLE-SCHOOL - SMART FOODSERVICE	17.16
				MIDDLE-SCHOOL - WINCO	23.28
009010	04/03/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	ANNUAL ED LAW SEMINAR	550.00
009011	04/03/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	65.53
009012	04/03/19	BURKE, KELLI	,	FINGERPRINTS	10.00
009013	04/03/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	DELL CHROMEBOOK	410.00
009014	04/03/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - 160 MILES	86.40
009015	04/03/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009016	04/03/19	EDGENUITY, INC.	SCOTTSDALE, AZ 85250	ODYSSEY K-12	380.00
009017	04/03/19	GROVER, CANDICE	,	STUDENT COUNCIL	147.42
				CREDIT REIMBURSEMENT	369.00
009018	04/03/19	HUNTER, KIM	CALDWELL, ID 83605	CONFERENCE	69.12
009019	04/03/19	IASBO	HAILEY, ID 83333	ASSOCIATION MEMBERSHIP	125.00
				ASSOCIATION MEMBERSHIP	125.00
009020	04/03/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH #A0000624	60,000.00
009021	04/03/19	IDAHO DIGITAL LEARNING ACADEMY	BOISE, ID 83707	DUAL ENROLLMENT	225.00
009022	04/03/19	JONES, LILY	NAMPA, ID 83686	POWERSCHOOL AIR TRAVEL	419.20
009023	04/03/19	LENZ, DENNIS	NAMPA, ID 83651	LANDSCAPE MAINTENANCE	744.81
009024	04/03/19	LEXIA LEARNING SYSTEMS, INC.	CONCORD, MA 01742	LEXIA CORE5 READING STDNT SUB REN	6,000.00
009025	04/03/19	LITTLE, LES	,	MILEAGE AND TRAVEL EXPENSE	105.14
009026	04/03/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,700.36
009027	04/03/19	MCLAREN, KEVIN	,	PS AIR TRAVEL - JASON SANDIDGE	419.20
				PS AIR TRAVEL - LAURA SANDIDGE	419.20
009028	04/03/19	MILLER, JOSEPH	,	MAP TESTING CONFERENCE - FOOD	175.00
009029	04/03/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	MAP SKILLS	15.00
009030	04/03/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	UNIFIED ADMIN ENROLLMENT CHRTR	8,000.00
				UNIFIED ADMIN ENROLLMENT IMPLEMENT	4,000.00
				TRAINING REMOTE	1,500.00
				POWERSCHOOL UNIVERSITY	5,400.00
				POWERSCHOOL UNIVERSITY	1,200.00

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009031	04/03/19	ROJAS, RACHEL	EMMETT, ID 83617	APPLIED ART CLASS	19.04
				APPLIED ART CLASS	18.99
009032	04/03/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION	35.00
				RECORD DESTRUCTION	35.00
009033	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	SDE ESCROW ACCOUNT	500.00
009034	04/03/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	AUDIT PREMIUM ADJUSTMENT	1,410.00
009035	04/03/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH AND PHYSICAL THERAPY	7,129.50
009036	04/03/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	752.50
				CUSTODIAL SERVICES	175.00
009037	04/03/19	WILLIS, YVONNE	,	KINDNESS CLUB - WALMART	33.54
				KINDNESS CLUB - WALMART	31.74
				KINDNESS CLUB - VOLKERS, MEGAN	20.02
009038	04/03/19	WOLFE, JAMIE	NAMPA, ID 83687	TEACHER TECH	441.00
009039	04/12/19	CARROLL, TIM	,	ID PREVENTION SUPPORT - MILEAGE	185.00
				ID PREVENTION SUPPORT - FOOD	125.00
009040	04/12/19	CHAVEZ, DEAN	,	ID PREVENTION AND SUPPORT	125.00
009041	04/12/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,917.00
009042	04/12/19	WINGO, JOAN	,	PAYROLL ADVANCE	100.00
009043	04/16/19	HOMEWARD REAL ESTATE, LLC	,	BUILDING EXPLORATION	25,000.00
009053	04/24/19	BURKE, KELLI	,	LAB COVERAGE	588.00
009054	04/24/19	GALEAI, CRYSTAL	NAMPA, ID 83686	WINCO	8.90
				PROM - WINCO	63.39
009055	04/24/19	INTERNAL REVENUE SERVICE	,	FICA - EMP. SHARE - 042019	853.86
				FICA - 042019	2,820.06
				FICA - 042019	1,569.36
				FICA - 042019	6,837.84
				M/CARE - 042019	25.50
				M/CARE - 042019	47.72
009056	04/24/19	PERSI	BOISE, ID 83720-0078	PERSI - 042019	3,993.67
				PERSI - EMP. SHARE - 042019	1,305.86
				PERSI - 042019	2,411.30
				PERSI - 042019	10,628.30
				PERSI - 042019	41.60
				PERSI ADJ	0.06
				PERSI - 042019	72.54
009057	04/24/19	SANDERS, AARON	,	SUBSTITUTE - LILIANA	2,000.00
009058	04/24/19	SELECTHEALTH	,	MEDICAL INS - 042019	8,924.32
				MEDICAL INS - 042019	2,998.55
				MEDICAL INS - 042019	12,954.49
				HEALTH INSURANCE - 042019	2,553.00
				MEDICAL INS - 042019	26.33
				MEDICAL INS - 042019	96.31
009059	04/25/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	187,962.32
009060	04/25/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	82.87
009061	04/25/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	DELL CHROMEBOOK	410.00
009062	04/25/19	CHAVEZ, FELIPE R.	BOISE, ID 83714	EL TRANSLATION	47.16
009063	04/25/19	FRIEND, HEIDI	MIDDLETON, ID 83644	TEACHER TECHNOLOGY REIMBURSEMENT	834.37
009064	04/25/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES - 13 HOURS	1,040.00
009065	04/25/19	HUNTER, RHETT	,	LAB SUBSTITUTE - 58 HOURS	580.00
009066	04/25/19	IASA	BOISE, ID 83705-1501	IEEW: PRE-PAID DUES	58.00
009067	04/25/19	IDAHO STATE TAX COMMISSION	BOISE, ID 83722-0410	STATE TAXES	147.86
009068	04/25/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE - CALDWELL	168.92
009069	04/25/19	LENZ, DENNIS	NAMPA, ID 83651	LANDSCAPE MAINTENANCE	657.46
009070	04/25/19	MORETON & COMPANY - IDAHO	BOISE, ID 83719	ICRMP LIABILITY INSURANCE	9,363.00
009071	04/25/19	PARKER, CYNTHIA	CALDWELL, ID 83605	COMPUTER - CORD REPLACEMENT	25.00
009072	04/25/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	SW-IS-S-ISPR: REG - ESSENTIAL FEE	1,673.25
009073	04/25/19	RIVERSIDE INSIGHTS	ITASCA, IL 60143	PRODUCT TRAINING	765.00
009074	04/25/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES - 03-2019	6,270.97
				SPEECH THERAPY SERVICES - 03-2019	0.53
009075	04/25/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	1.76
				LIFE AND VISION INSURANCE	515.93
009076	04/25/19	WILLIAMS, SIDNEY	,	AMAZON	179.80
009500	04/26/19	JONES, RAMONA	NAMPA, ID 83686	PAYROLL ADVANCE	8,000.00

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001558	05/01/19	ACVS MISC. VENDOR	,	CHIC FILA	11.31
001559	05/01/19	ACVS MISC. VENDOR	,	BIG CITY COFFEE - CONFERENCE	29.73
001560	05/02/19	SARAH'S BAGEL CAFE	,	MEETING - BAGELS	11.47
001561	05/02/19	ACVS MISC. VENDOR	,	INDEED	85.55
001562	05/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	106.00
001563	05/03/19	AMAZON.COM	,	AMAZON	95.00
001564	05/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001565	05/13/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001566	05/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001567	05/20/19	ACVS MISC. VENDOR	,	JABBER'S - STUDENT ACTIVITY	206.96
001568	05/23/19	WAHOOZ	,	STUDENT ACTIVITY - EOY	416.64
001569	05/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001570	05/28/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	1,740.39
001571	05/30/19	ACVS MISC. VENDOR	,	CBI PARALLELS	69.99
001572	05/31/19	OFFICE DEPOT	CHICAGO, IL 60680-1040	OFFICE SUPPLIES	67.82
001573	05/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	902.80
001574	05/07/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001575	05/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.69
001576	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	FLYING M	45.79
				CDI COMPUTERS	410.00
				MICROSOFT	117.66
				DELL BUSINESS	1,756.90
				CDI COMPUTERS - FOREIGN TRANS	8.20
001577	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	COSTCO	233.24
				ALBERTSON'S	9.09
				AMAZON	51.93
				AMAZON	39.81
				AMAZON	150.08
				AMAZON	425.08
				AMAZON	143.07
				AMAZON	109.98
				AMAZON	17.58
				AMAZON	17.93
				AMAZON	17.93
				AMAZON	70.70
				AMAZON	21.19
				AMAZON	129.89
				AMAZON	142.65
				VISTAPRINT	1,470.22
				FLYING M	38.16
				CAFE ZUPA'S	10.25
				LOWE'S	739.74
				WALGREEN'S	29.72
				PEARSON EDUCATION	488.05
				SUN VALLEY CORP	393.12
				ADOBE	14.99
				COSTCO	31.79
				WALMART	16.37
				ALBERTSON'S	13.00
				MICROSOFT OFFICE	99.99
				RECREATION CENTER	65.00
				CAFE ZUPA'S	7.93
				COSTCO	64.02
				COSTCO	198.33
				DOLLAR TREE	74.20
				WALGREEN'S	18.79
				FLYING M	94.42
001578	05/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	54.20
001579	05/14/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001580	05/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001581	05/21/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	36.71
001582	05/29/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	11.36
				GAS EXPENSE	11.90
				GAS EXPENSE	20.88
001583	05/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	100.37
001584	05/24/19	JONES, LILY	NAMPA, ID 83686	OFFICE DEPOT - REIMBURSEMENT	323.30
009077	05/15/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
009078	05/17/19	HURN, ANGELA	MERIDIAN, ID 83642	GRADUATION ROBES - TLC CLEANERS	320.62
009079	05/17/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	1,430.28
009089	05/23/19	INTERNAL REVENUE SERVICE	,	FICA - 052019	2,969.05
				FICA - EMP. SHARE - 052019	853.85
				FICA - 052019	319.52
				FICA - 052019	4,297.20
				M/CARE - 052019	6,699.47
				M/CARE - 052019	47.72
009090	05/23/19	PERSI	BOISE, ID 83720-0078	PERSI - 052019	4,276.47
				PERSI - 052019	372.32
				PERSI - 052019	6,483.67
				PERSI - EMP. SHARE - 052019	1,305.86
				PERSI - 052019	10,769.42
				PERSI - 052019	72.54
				PERSI ADJ	0.07
009091	05/23/19	SELECTHEALTH	,	HEALTH INSURANCE - 052019	2,553.00
				MEDICAL INS - 052019	329.44
				MEDICAL INS - 052019	7,555.05
				MEDICAL INS - 052019	8,308.43

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
				MEDICAL INS - 052019	8,729.06
				MEDICAL INS - 052019	78.02
009092	05/24/19	ADVANCED EDUCATION, INC.	ATLANTA, GA 31193-3823	IMPROVEMENT NETWORK FEE	1,200.00
009093	05/24/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	NETWORK SOLUTIONS - REIMBURSEMENT	685.00
009094	05/24/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	121.44
				COPIER EXPENSE	22.23
009095	05/24/19	BRAUN, STEPHANIE	,	CLUB EXPENSE - AMAZON	24.36
009096	05/24/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - MARCH	69.12
009097	05/24/19	CITY OF CALDWELL	CALDWELL, ID 83605	UTILITIES EXPENSE	69.49
009098	05/24/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009099	05/24/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009100	05/24/19	EXPRESS PLUMBING SERVICE, INC.	NAMPA, ID 83653	RESTROOM BACKUP	324.00
009101	05/24/19	FRIEND, HEIDI	MIDDLETON, ID 83644	** VOID **	0.00
009102	05/24/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,698.00
009103	05/24/19	GIBSON, STEPHEN	,	COSTCO - TEACHER TECH.	213.00
009104	05/24/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SERVICES	720.00
009105	05/24/19	HAWES, LISA	NAMPA, ID 83687	FIELD TRIP REIMBURSEMENT	55.00
009106	05/24/19	HUNTER, RHETT	,	CALDWELL LAB SUB - 6 HOURS	60.00
009107	05/24/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	ISBA CHARTER SCHOOL DUES	2,321.42
009108	05/24/19	JOSEPHSON, RYAN	,	TEACHER TECH	415.00
009109	05/24/19	LENZ, DENNIS	NAMPA, ID 83651	TUITION REIMBURSEMENT	180.00
009110	05/24/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT 114.1	61.61
009111	05/24/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	839.94
009112	05/24/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	SPANISH TRANSLATOR	250.00
009113	05/24/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	CURRICULUM - MAP GROWTH MATH	906.75
				CURRICULUM - MAP GROWTH MATH	6,827.50
009114	05/24/19	PACIFIC BACKFLOW LLC	MERIDIAN, ID 83642	BACKFLOW TEST	40.00
009115	05/24/19	PARKER, CYNTHIA	CALDWELL, ID 83605	CORD REPLACEMENT FEE REIMBURSEMEN	25.00
009116	05/24/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	503.50
009117	05/24/19	SCHOOLOGY	PITTSBURGH, PA 15251-0350	CURRICULUM - ENTERPRISE SUB	1,200.00
				CURRICULUM - ROLLOVER SERVICES	500.00
009118	05/24/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION EXPENSE	35.00
009119	05/24/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	2,838.99
				SPEECH THERAPY SERVICES	4,571.01
009120	05/24/19	TORRES, MARIA	NAMPA, ID 83651	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009121	05/24/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	557.04
009122	05/24/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50
009123	05/24/19	WILLIAMS, SIDNEY	,	CTE CERTIFICATION	85.00
				FINGERPRINTING	25.00
				MILEAGE REIMBURSEMENT - 197 MILES	106.38
009124	05/24/19	WILLIS, YVONNE	,	KINDNESS CLUB - HOBBY LOBBY	4.23
				KINDNESS CLUB - FRANZ	4.22
				KINDNESS CLUB - WALMART	46.49
009125	05/24/19	TIMMY'S TREE SERVICE, LLC	NAMPA, ID 83687	TREE TRIM	225.00

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001628	08/02/19	AMAZON.COM	,	SCHOOL SUPPLIES	10.59
001629	08/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001630	08/07/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001631	08/09/19	ACVS MISC. VENDOR	,	MICHAEL'S	34.97
				TARGET	42.61
				BEST BUY	309.98
				COSTCO	825.97
001632	08/12/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	149.40
001633	08/15/19	HOME DEPOT	,	BUILDING SUPPLY	8.80
001634	08/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001635	08/20/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	ADVANCED OPPORTUNITIES CONFERENCE	135.00
001636	08/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001637	08/26/19	MCGRAW-HILL SCHOOL EDUCATION	CHICAGO, IL 60694-1545	CURRICULUM	4,521.00
001638	08/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	790.43
001639	08/06/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	635.00
				DENTAL INSURANCE	635.00
				DENTAL INSURANCE	636.67
001640	08/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	335.10
001641	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	288.29
				MICROSOFT	124.19
				BEST BUY	26.49
				ID PRESS TRIBUNE	121.81
				TURO, INC.	776.01
				POWERSCHOOL CONFERENCE	137.00
				POWERSCHOOL CONFERENCE	26.42
				POWERSCHOOL CONFERENCE	5.23
				POWERSCHOOL CONFERENCE	9.61
				POWERSCHOOL CONFERENCE	80.41
				POWERSCHOOL CONFERENCE	15.99
				POWERSCHOOL CONFERENCE	2,062.89
				CHARGE REVERSAL	39.00CR
				MICROSOFT	133.59
				PSUG CONFERENCE	4.26
				PSUG CONFERENCE	21.97
				PSUG CONFERENCE	17.84
				PSUG CONFERENCE	317.72
				PSUG CONFERENCE	5.00
				BANK SERVICE CHARGES	93.19
001642	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	CONFERENCE - MILLER, JOSEPH	273.00
				CONFERENCE - MILLER, JOSEPH	288.50
				CONFERENCE - MILLER, JOSEPH	38.70
				CONFERENCE - MILLER, JOSEPH	43.00
				CONFERENCE - MILLER, JOSEPH	34.70
				CONFERENCE - MILLER, JOSEPH	62.00
				CONFERENCE - MILLER, JOSEPH	414.50
				CONFERENCE - MILLER, JOSEPH	414.50
				ADOBE	179.88
				UPS STORE	15.89
				FLOWERS	55.53
				FLOWERS	59.95
				VISTAPRINT	99.00
				OFFICE DEPOT	53.40
				VISTAPRINT	501.38
				ADOBE	14.99
				MILLER, JOSEPH CONFERENCE	745.69
				COSTCO	70.44
				BANK FEE REVERSAL	39.00CR
				BANK FEE REVERSAL	39.08CR
				BEST BUY REFUND	106.00CR
				COSTCO REFUND	9.00CR
				ADOBE	14.99
				AMAZON	0.99
				AMAZON	9.53
				AMAZON	52.99
				AMAZON	63.58
				AMAZON	279.60
				AMAZON	49.52
				AMAZON	458.34
				AMAZON	57.19
				BEST BUY	233.19
				BEST BUY	455.79
				AMAZON	3.99
				VISTAPRINT	351.92
				HOMES CUSTOM PRODUCTS	55.71
				VISTAPRINT	23.32
				COSTCO	413.47
				BEST BUY	74.19
				TARGET	51.94
				PEARSON EDUCATION	152.50
				DOLLAR TREE	8.48
				AMAZON	246.15
				AMAZON	15.46
				AMAZON	317.94
				AMAZON	137.70
				AMAZON	9.61
				AMAZON	51.92
				BANK SERVICE CHARGE	91.21

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001643	08/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BBANK ANALYSIS CHARGE	55.25
001644	08/14/19	SELECTHEALTH	,	BOARD INSURANCE	1,761.00
001645	08/20/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	23.68
001646	08/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001647	08/21/19	UNITED STATES TREASURY	OGDEN, UT 84201-0005	FEDERAL TAX DEPOSIT PMT	1,930.22
001648	08/27/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	9.79
				GAS EXPENSE	10.31
				GAS EXPENSE	11.90
001649	08/27/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	1,488.02
001650	08/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	162.06
001651	08/20/19	CITY OF NAMPA	NAMPA, ID 83651-3921	WATER EXPENSE	1,375.59
009182	08/23/19	BURKE, KELLI	,	PAYROLL ADVANCE	200.00
009183	08/23/19	HUNTER, RHETT	,	PAYROLL ADVANCE	450.00
009184	08/27/19	INTERNAL REVENUE SERVICE	,	FICA - 082019	3,280.62
				FICA - EMP. SHARE - 082019	911.84
				FICA - 082019	997.92
				FICA - 082019	9,590.11
009185	08/27/19	PERSI	BOISE, ID 83720-0078	PERSI - 082019	5,315.89
				PERSI - EMP. SHARE - 082019	1,442.69
				PERSI - 082019	1,523.23
				PERSI - 082019	15,491.61
009186	08/27/19	SELECTHEALTH	,	MEDICAL INS - 082019	7,856.95
				HEALTH INSURANCE - 082019	2,553.00
				MEDICAL INS - 082019	1,846.00
				MEDICAL INS - 082019	18,690.05
009199	08/06/19	GALVIN, THOMAS MARK	,	PAYROLL ADVANCE	800.00
009200	08/20/19	2M DATA SYSTEMS	OREM, UT 84057	ACCOUNTING SOFTWARE UPDATE	535.00
009201	08/20/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	110,709.12
009202	08/20/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	COMMUNICATION	78.00
009203	08/20/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
009204	08/20/19	BLACKBOARD, INC.	PITTSBURGH, PA 15251-0154	CL-WC-VCL BB COLLABORATE	2,741.81
009205	08/20/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	PURCH OF 200 COMPUTERS	82,985.00
009206	08/20/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	65.59
009207	08/20/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	190.00
009208	08/20/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH # A0000624	15,000.00
009209	08/20/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	CS POLICY UPDATE	695.00
009210	08/20/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	21.69
009211	08/20/19	JONES, ROSS L.	NAMPA, ID 83686	TEACHER TECHNOLOGY	136.74
009212	08/20/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE MAINTENANCE	510.00
				LANDSCAPE MAINTENANCE	440.00
009213	08/20/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,183.13
009214	08/20/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 7 HOURS	175.00
009215	08/20/19	MURPHY, VICTORIA	,	FINGERPRINTS	10.00
009216	08/20/19	NCS PEARSON, INC.	CHICAGO, IL 60693	CURRICULUM	2,044.35
				SUCCESS MAKER2 019-20	13,500.00
009217	08/20/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	ATTN: RON WILLIAMS	1,392.50
009218	08/20/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	714.57
009219	08/20/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	HS-PS-S-PSSL: POWERSCHOOL SIS HOST	424.36
				SW-PS-S-PASL PS SIS SUB 575 STDNTS	3,990.50
				PS-PS-S-PDLS: PD SUBSCRIPTION	3,005.00
				HS-PS-S-PSH: PS SIS HOST 575 STDNT	2,512.75
009220	08/20/19	SMS ENTERPRISES, LLC	NAMPA, ID 83651	OVERLAND ROAD LEASE	36,504.00
				CORPORATE LANE LEASE	23,064.00
009221	08/20/19	SODEXO, INC & AFFILIATES	BOISE, ID 83706	EVENT FOOD AND BEVERAGE	235.41
009222	08/20/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	WORKER'S COMPENSATION	8,672.00
009223	08/20/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	305.25
009224	08/20/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	211.25
009225	08/20/19	WILLIAMS, SIDNEY	,	HOTEL CONFERENCE	302.73

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001675	10/02/19	AMAZON.COM	,	SUPPLIES	51.94
				BUILDING SUPPLIES	145.81
				BUILDING SUPPLIES	42.35
				BUILDING SUPPLIES	158.16
				BUILDING SUPPLIES	300.34
001676	10/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001677	10/04/19	ACVS MISC. VENDOR	,	RIVERSIDE TESTING	395.14
001678	10/07/19	CURRICULUM ASSOCIATES	N. BILLIERICA, MA 01862-0901	CURRICULUM	109.85
001679	10/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001680	10/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
				DENTAL INSURANCE	149.40
001681	10/15/19	SARAH'S BAGEL CAFE	,	STAFF MEETING	2.29
001682	10/15/19	ACVS MISC. VENDOR	,	ADOBE	359.88
001683	10/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001684	10/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTRNET EXPENSE	974.11
001685	10/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	762.27
001686	10/07/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	623.02
001687	10/07/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	469.99
001688	10/08/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	647.00
				DENTAL INSURANCE	647.00
				DENTAL INSURANCE	647.13
001689	10/15/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	59.70
001690	10/15/19	SELECTHEALTH	,	BOARD INSURANCE	2,595.00
001691	10/21/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001692	10/24/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	12.54
001693	10/29/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	10.31
				GAS EXPENSE	10.85
				GAS EXPENSE	14.02
001694	10/29/19	PITNEY BOWES	,	POSTAGE EXPENSE	479.29
001695	10/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	102.32
009266	10/11/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 22.5	562.50
				TRANSLATION CONTRACTOR - 19.5	487.50
009267	10/11/19	NAMPA CIVIC CENTER	NAMPA, ID 83651	STUDENT ORIENTATION 8-14-16-2019	2,893.00
				SENIOR MEETING 10-10-2019	558.00
				PARENT/TEACHER CONF. 10-22-2019	758.00
				PSAT TESTING 10-30-2019	691.00
				INTERNET SAFETY NIGHT 11-7-2019	703.00
				PARENT/TEACHER CONF. 3-12-2020	758.00
				ISAT TESTING 4-8-9-2020	1,815.00
				ISAT TESTING 4-14-20	348.00
				ISAT TESTING 4-14-15-2020	1,815.00
				ISAT TESTING 4-20-23-2020	3,435.00
				PROM 5-1-2020	533.00
				AWARDS CEREMONY 5-7-2020	1,011.00
009268	10/11/19	WINGO, JOAN	,	PAYROLL ADVANCE	200.00
009278	10/23/19	INTERNAL REVENUE SERVICE	,	FICA - EMP. SHARE - 102019	894.90
				FICA - 102019	997.93
				FICA - 102019	9,805.92
				PERSI ADJ	0.01
				FICA - 102019	3,317.15
009279	10/23/19	PERSI	BOISE, ID 83720-0078	PERSI - 102019	5,301.20
				PERSI - EMP. SHARE - 102019	1,442.69
				PERSI - 102019	1,523.23
				PERSI - 102019	15,757.27
009280	10/23/19	SELECTHEALTH	,	MEDICAL INS - 102019	1,846.00
				MEDICAL INS - 102019	18,690.05
				MEDICAL INS - 102019	7,856.95
				HEALTH INSURANCE - 102019	2,553.00
009281	10/25/19	2M DATA SYSTEMS	OREM, UT 84057	UNLIMITED PHONE SUPPORT TO 9-30-20	550.00
009282	10/25/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	13,090.22
009283	10/25/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE - DECEMBER	1,000.00
				KIMBALL LEASE - JANUARY	1,000.00
009284	10/25/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	64.38
				COPIER EXPENSE	67.86
009285	10/25/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	AC ADAPTER FOR EDUGEAR CHROMEBOOK	1,200.00
				BATTERY FOR EDUGEAR CHROMEBOOK	1,500.00
				SHIPPING	100.00
009286	10/25/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009287	10/25/19	DANIELS, JANICE	NAMPA, ID 83686	CLASS SUPPLIES	47.66
009288	10/25/19	EDYNAMIC LEARNING	SOUTHLAKE, TX 76092	CURRICULUM FOR CTE / MISC	7,000.00
009289	10/25/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,272.00
009290	10/25/19	GIBSON, STEPHEN	,	TEACHER TECHNOLOGY	459.60
009291	10/25/19	GROVER, CANDICE	,	STUDENT COUNCIL / ANTI-BULLY	58.97
009292	10/25/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 29.75 HOURS	2,380.00
009293	10/25/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH	20,000.00
009294	10/25/19	JONES, LILY	NAMPA, ID 83686	AUDIT - ALBERTSONS	4.23
				AUDIT - WINCO	24.03
009295	10/25/19	JONES, ROSS L.	NAMPA, ID 83686	OFFICE DEPOT - TAX FORMS/DOC SLVS	241.33
009296	10/25/19	MCGRAW-HILL SCHOOL EDUCATION	CHICAGO, IL 60694-1545	STUDYSYNC ELA ONLINE	5,108.67
009297	10/25/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	135.35
009298	10/25/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	UNIFIED ADMIN ENROLLMENT CHARTER F	8,239.75
009299	10/25/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	DIRECT THERAPY	3,658.68
009300	10/25/19	QUEST CPA'S, P.C.	PAYETTE, ID 83661	AUDIT SERVICES	4,575.00
009301	10/25/19	SANDERS, LILIANA	NAMPA, ID 83686	TEACHER TECHNOLOGY	500.00
009302	10/25/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	WORKER'S COMPENSATION	1,716.00
009303	10/25/19	WATTS, AMY	,	TEACHER TECH - PRINTER	160.00
				TEACHER TECHNOLOGY	340.24

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009304	10/25/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 243 MILES	131.22

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009305	11/06/19	BURK, KELLI	NAMPA, ID 83686	PAYROLL ADVANCE FOR 4 HOURS	80.00
009306	11/06/19	GALVIN, THOMAS MARK	,	NEWS PAPER	222.90
009307	11/06/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS	26.25
009308	11/06/19	JONES, LILY	NAMPA, ID 83686	US POST OFFICE	31.70
				US POST OFFICE	10.85
				US POST OFFICE	8.25
				US POST OFFICE	8.25
				WALGREENS DUCT TAPE	8.88
				US POST OFFICE	78.09
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	6.85
009309	11/07/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	288.70
009310	11/07/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	156.60
009311	11/07/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009312	11/07/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB REIMBURSEMENT	25.58
009313	11/07/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,272.00
009314	11/07/19	GREAT CLIPPINGS LAWN CARE, LLC	NAMPA, ID 83686	SPRINKLER BLOWOUT	60.00
009315	11/07/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT - 116	62.64
009316	11/07/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	977.75
009317	11/07/19	PIONEER IRRIGATION DISTRICT	CALDWELL, ID 83606	WATER EXPENSE	112.96
009318	11/07/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	3,636.51
009319	11/07/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 261 MILES	140.94
009329	11/07/19	INTERNAL REVENUE SERVICE	,	FICA - 112019	997.91
				FICA - 112019	9,805.84
				FICA - EMP. SHARE - 112019	894.88
				FICA - 112019	3,323.25
009330	11/07/19	PERSI	BOISE, ID 83720-0078	PERSI - 112019	5,301.20
				PERSI - EMP. SHARE - 112019	1,442.69
				PERSI - 112019	1,523.23
				PERSI - 112019	15,757.27
009331	11/07/19	SELECTHEALTH	,	MEDICAL INS - 112019	1,846.00
				MEDICAL INS - 112019	18,690.05
				MEDICAL INS - 112019	7,856.95
				HEALTH INSURANCE - 112019	2,553.00
009332	11/07/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009333	11/07/19	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	425.00
009334	11/13/19	APPTEGY	LITTLE ROCK, AR 72201	WEBSITE	3,970.00
009335	11/13/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPOIER EXPENSE	33.37
009336	11/13/19	BRAIN POP	NEW YORK, NY 10010	CURRICULUM SUBSCRIPTION 500-999	3,275.00
009337	11/13/19	CUSTOM BATH CREATIONS, LLC	NAMPA, ID 83686	INSTALL NEW BRACKET - WATER HEATER	110.00
				INSTALL DOOR STOP - 8	553.00
009338	11/13/19	ENA SERVICES, LLC	KNOXVILLE, TN 37995-8149	ENA MIBS SERVICE 7-1-19 - 6-30-20	7,539.54
009339	11/13/19	IASA	BOISE, ID 83705-1501	MEMBERSHIP DUES	58.00
009340	11/13/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	60.56
009341	11/13/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	7,245.00
009342	11/21/19	AMERICAN TRANSLATION PARTNERS	BUZZARDS BAY, MA 02532	STUDENT SERVICES	229.72
009343	11/21/19	CARROLL, MICHELLE	,	TUITION REIMBURSEMENT - FALL 2019	313.00
				TUITION REIMBMNT - WINTER 2020	1,236.00
				TUITION REIMBMNT - SPRING 2020	1,236.00
009344	11/21/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	CHROMEBOOK BATTERY PACK	1,500.00
				CHROMEBOOK ADAPTOR	1,200.00
				SHIPPING	100.00
009345	11/21/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 20 HOURS	1,600.00
009346	11/21/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE SERVICES	315.00
				LANDSCAPE SERVICES	200.00
009347	11/21/19	RICHARDSON, JANELLE	NAMPA, ID 83651	FINGERPRINTS	10.00
009348	11/21/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	DOCUMENT DESTRUCTION	35.00
009349	11/21/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009350	11/21/19	TIRADO, NATASHA	,	FRIENDSHIP CLUB	38.58
009351	11/21/19	VICKERS, RHYS	NAMPA, ID 83686	FINGERPRINTS	10.00
009352	11/21/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50

0003762143

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Date Filed: 2/3/2020 11:45:47 AM

Entity Name and Mailing Address:

ADVOCATES FOR INCLUSION, INC.	
The file number of this entity on the records of the Idaho Secretary of State is:	0000436208
Address	958 W CORPORATE LN NAMPA, ID 83651-1909

Entity Details:

Entity Status	Active-Good Standing
This entity is organized under the laws of:	IDAHO
If applicable, the old file number of this entity on the records of the Idaho Secretary of State was:	C143163

The registered agent on record is:

Registered Agent	KEVIN MCLAREN Registered Agent Physical Address 958 CORPORATE LANE NAMPA, ID 83651 Mailing Address

Corporate Officers and Directors:

Name	Title	Business Address
JASON SANDIDGE	Secretary	958 W CORPORATE LN NAMPA, ID 83651-1909
KEVIN MCLAREN	Treasurer	958 W CORPORATE LN NAMPA, ID 83651-1909
LAURA SANDIDGE	President	958 W CORPORATE LN NAMPA, ID 83651-1909
CARLYANN MCLAREN	Vice President	958 W CORPORATE LN NAMPA, ID 83651-1909
CHRISTA SANDIDGE	Director	958 W CORPORATE LN NAMPA, ID 83651-1909

The annual report must be signed by an authorized signer of the entity.

Kevin McLaren — Sign Here
02/03/2020 — Date

Job Title: Treasurer

B0480-1891 02/03/2020 11:45 AM Received by ID Secretary of State Lawerence Denney

0003704321

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File #: 0003704321
Date Filed: 12/9/2019 11:25:33 PM

Entity Name and Mailing Address:

AFI, INC.	
The file number of this entity on the records of the Idaho Secretary of State is:	0000447797
Address	958 W CORPORATE LN NAMPA, ID 83651-1909

Entity Details:

Entity Status	Active-Good Standing
This entity is organized under the laws of:	IDAHO
If applicable, the old file number of this entity on the records of the Idaho Secretary of State was:	C147099

The registered agent on record is:

Registered Agent	Laura Sandidge Registered Agent Physical Address 958 CORPORATE LANE NAMPA, ID 83651 Mailing Address 958 W CORPORATE LN Laura Sandidge NAMPA, ID 83651-1909

Corporate Officers and Directors:

Name	Title	Business Address
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.

Laura Sandidge — Sign Here
12/09/2019 — Date

Signer's Title: Laura Sandidge

B0429-1861 12/09/2019 11:25 PM Received by ID Secretary of State Lawerence Denney

0003469482

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File #: 0003469482
Date Filed: 4/2/2019 6:40:11 PM

Reinstatement Annual Report Form

Standard or Expedited Service (select one)	Standard (filing fee $30)
Current Entity Name	AFI, INC.
The file number of this entity on the records of the Idaho Secretary of State is:	0000447797
Organized under the laws of:	IDAHO

Change Entity Name:
Do not change the entity name

The registered agent on record is:
No Agent Assigned

Agent or Address Change?
☒ Select if you are appointing a new agent.

The name and street address of the new registered agent and office in Idaho is:

Registered Agent	Registered Agent Laura Sandidge Physical Address: 958 CORPORATE LANE NAMPA, ID 83651 Mailing Address: Laura Sandidge 958 W CORPORATE LN NAMPA, ID 83651-1909

Signature of newly appointed agent
☒ I declare that the newly appointed agent is the person electronically filing this annual report and will electronically sign both as agent and as filer.

Laura Sandidge — Sign Here
04/02/2019 — Date

Signer's Title: President of the Board

The mailing address of the corporation is:
958 W CORPORATE LN
NAMPA, ID 83651-1909

Corporate Officers and Directors:

Name	Title	Address
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651

B0217-9340 04/02/2019 6:40 PM Received by ID Secretary of State Lawerence Denney

The Application for Reinstatement must be signed by at least one governor.

Laura Sandidge — Sign Here

04/02/2019 — Date

Signer's Title: President of the Board

B0217-9341 04/02/2019 6:40 PM Received by ID Secretary of State Lawerence Denney

0003640723

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File #: 0003640723
Date Filed: 10/3/2019 5:21:34 PM

Entity Name and Mailing Address:

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	
The file number of this entity on the records of the Idaho Secretary of State is:	0000546650
Address	1014 W HEMINGWAY BLVD NAMPA, ID 83651-1733

Entity Details:

Entity Status	Active-Good Standing
This entity is organized under the laws of:	IDAHO
If applicable, the old file number of this entity on the records of the Idaho Secretary of State was:	C180749

The registered agent on record is:

Registered Agent	LAURA SANDIDGE Registered Agent Physical Address 1014 W HEMINGWAY BLVD NAMPA, ID 83651 Mailing Address 83651

Corporate Officers and Directors:

Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.

Laura Sandidge — Sign Here
10/03/2019 — Date

Signer's Title: Registered Agent

B0365-4032 10/03/2019 5:21 PM Received by ID Secretary of State Lawerence Denney

B0219-1866 04/05/2019 3:40 PM Received by ID Secretary of State Lawerence Denney

STATE OF IDAHO
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Idaho Secretary of State
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Boise, ID 83720-0080
(208) 334-2301
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Reinstatement Annual Report Form

Standard or Expedited Service (select one)	Expedited (+$20; filing fee $50)
Current Entity Name	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.
The file number of this entity on the records of the Idaho Secretary of State is:	0000546650
Organized under the laws of:	IDAHO

Change Entity Name:
Do not change the entity name

The registered agent on record is:

Registered Agent	LAURA SANDIDGE Registered Agent Physical Address 1014 W. HEMINGWAY BLVD. NAMPA, ID 83651 Mailing Address

The mailing address of the corporation is:
1014 W HEMINGWAY BLVD
NAMPA, ID 83651-1733

Corporate Officers and Directors:

Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651

The Application for Reinstatement must be signed by at least one governor.

Laura Sandidge *Misty Puckett* *04/09/2019*
Sign Here Date

Signer's Title: Clerk Treasurer

Page 1 of 1

0003414362

STATE OF IDAHO
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File #: 0003414362
Date Filed: 1/28/2019 3:23:12 PM

Entity Name and Mailing Address:

HOMEWARD REAL ESTATE, LLC	
The file number of this entity on the records of the Idaho Secretary of State is:	0000581129
Address	1460 S WHITEWATER CT NAMPA, ID 83686-4835

Entity Details:

Entity Status	Active-Existing
This entity is organized under the laws of:	IDAHO
If applicable, the old file number of this entity on the records of the Idaho Secretary of State was:	W192496

The registered agent on record is:

Registered Agent	ROSS JONES Registered Agent Physical Address 1460 S WHITEWATER CT NAMPA, ID 83686 Mailing Address

Limited Liability Company Managers and Members

Names of managers or members	Title	Address
ROSS JONES	Manager	1460 S WHITEWATER CT NAMPA, ID 83686

The annual report must be signed by an authorized signer of the entity.

Ross L Jones — Sign Here
01/28/2019 — Date
Signer's Title: Owner / Broker

B0158-7410 01/28/2019 3:23 PM Received by ID Secretary of State Lawerence Denney

STATE OF IDAHO

Lawerence Denney | Secretary of State
Business Office
450 North 4th Street
PO Box 83720
Boise, ID 83720

SMS ENTERPRISES, L.L.C.
958 CORPORATE LN
NAMPA, ID 83651

B0446-8074

Certificate of Dissolution

Issuance Date: December 30, 2019

RE: SMS ENTERPRISES, L.L.C.

File # 144205 Effective Date: 12/30/2019

Dear Business Entity:

Pursuant to the provisions of Idaho code §30-21-602, of the Idaho Uniform Business Organization Code, this constitutes notice that the above business entity, is hereby administratively dissolved for the following reason(s):

The business entity may be reinstated upon the elimination of the above indicated ground(s) and the filing of an application for reinstatement. The entity name must be available and otherwise satisfy the requirements of Idaho Code § 30-21-301. The reinstatement application fee is Thirty Dollars ($30.00). The reinstatement can be filed on our website (noted below).

Lawerence Denney
Secretary of State

Phone: 208-334-2301 * Email: business@sos.idaho.gov * Website: sos.idaho.gov

0003730445

STATE OF IDAHO
Office of the secretary of state, Lawerence Denney
REINSTATEMENT ANNUAL REPORT
Idaho Secretary of State
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File #: 0003730445
Date Filed: 1/6/2020 11:20:02 AM

Reinstatement Annual Report Form

Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee $30)
Current Entity Name	SMS ENTERPRISES, L.L.C.
The file number of this entity on the records of the Idaho Secretary of State is:	0000144205
Organized under the laws of:	IDAHO
Entity Type:	Limited Liability Company (D)

Entity Subtype:

Limited Liability Company Subtype	Limited Liability Company

Limited Liability Company Name:

Limited Liability Company name	SMS ENTERPRISES, L.L.C.

The registered agent on record is:

Registered Agent	KEVIN MCLAREN Registered Agent Physical Address 958 CORPORATE LN NAMPA, ID 83651 Mailing Address

The mailing address of the corporation is:
958 W CORPORATE LN
NAMPA, ID 83651-1909

Limited Liability Company Managers and Members

Name	Title	Address
LAURA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CHRISTA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CARLYANN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
KEVIN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
JASON SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651

The Application for Reinstatement must be signed by at least one governor.

Kevin McLaren — Sign Here
01/06/2020 — Date

Signer's Title: Member

B0454-0888 01/06/2020 11:20 AM Received by ID Secretary of State Lawerence Denney

0003713500

STATE OF IDAHO
Office of the secretary of state, Lawerence Denney
CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY
Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: $100.00 - Make Checks Payable to Secretary of State

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-FILED-
File #: 0003713500
Date Filed: 12/20/2019 10:35:57 AM

Certificate of Organization Limited Liability Company

Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee $100)

1. Limited Liability Company Name

Type of Limited Liability Company	Limited Liability Company
Entity name	Upward, LLC

2. The complete street address of the principal office is:

Principal Office Address	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686

3. The mailing address of the principal office is:

Mailing Address	ROSS L JONES 1460 S WHITEWATER CT NAMPA, ID 83686-4835

4. Registered Agent Name and Address

Registered Agent	ROSS JONES Registered Agent Physical Address 1460 S WHITEWATER CT NAMPA, ID 83686 Mailing Address

5. Governors

Name	Address
Ross L Jones	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686
Laura Sandidge	LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686

Signature of Organizer:

Ross Jones — Sign Here
12/20/2019 — Date

B0438-3712 12/20/2019 12:18 PM Received by ID Secretary of State Lawerence Denney

Name	Title	First Board Appointment (if applicable)	Founding Board Members	Idaho Secretary of State Business Search
Blake, Sylvia	Special Services			None
Carroll, Michelle	Admin Assistant/Boise			None
Chavez, Dean	Student Support Services			None
Christensen, Laureli	Teacher			None
Cook, Taryn	Teacher			None
Crosley, Tracey	Teacher			None
Daniels, Jan	Teacher			None
Dicus, Kimberly	Speech Services			None
Dorrian, Kevin	Boise Office			None
Farley, Emily	Teacher			None
Friend, Heidi	Teacher			None
Fulfer, Erika	Occupational Therapist			None
Galeai, Crystal	Admin Assistant			None
Galvin, Mark	Teacher			None
Gaona, Pam	Teacher			None
Gibson, Stephen	Teacher			Gibson Family, Inc. (Hansen, ID); Global Investments International, LLC; Key Real Estate Solutions, LLC; Lone
Gover, Candice	Teacher			None
Grauberger, Amy	Teacher			None
Hanway-Murphy, Shelly	Lab Assistant			None
Hawes, Lisa	Teacher			None
Hilton, Tayler	Teacher			None
Hunter, Kimberly	ISEEs, Data		✓	None
Hunter, Nathan	Teacher			None
Hunter, Rhett	Admin Assistant/Caldwell			None
Hurn, Angela	Counselor/teacher			None
Jones, Lily	Office Manager			None
Jones, Mona	Coordinator			None
Jones, Ross	Business Manager/teacher			Homeward Real Estate, LLC; Upward, LLC
Josephson, Ryan	Teacher			None
Kelleher, John	Chair	2013		None
Kropp, Ruth	Board Member	2012		None
Lenz, Dennis	Teacher			None

Lenz, Ember	Nurse/teacher		None
Linker, Courtney	Teacher		None
Little, Les	Coordinator		None
Lozano, Yessenia	Support		None
Lyman, Lori	Registrar		None
McLaren, Kevin	Board Member	2015	Advocates for Inclusion, Inc.; SMS Enterprises, LLC
Miller, Joseph	Testing Coordinator		All Kimberly, ID - MCM Loading, Inc.; MCM Logistics, Inc.;
Murphy, Victoria	Teacher		Behavior 208, LLC (dissolved)
Popescu, Amanda	Teacher		None
Pucker, Missy	Board Member	2011	None
Ramirez, Karra	Admin Assistant/Nampa		None
Sanders, Liliana	Coordinator/teacher		None
Sandidge, Jason	IT		None
Sandidge, Laura	Head of School	✓	All Non-Profit: AFI, Inc.; American Friends of International China Concern Limited; Another Choice Virtual Charter
Shoemaker, Laura	Board Member	2017	None
Tirado, Natasha	Teacher		None
Valero, Victoria	IT		None
Vincent, Denise	Teacher		None
Voelkel, Jolene	Teacher		None
Walters, Laura	Teacher		Inside and Out, LLC
Warren, Greg	Teacher		None
Watkns, Jordan	Teacher		Jordan Watkins Studio, LLC
Watts, Amy	Teacher		None
Wilkins, Mindy	Counselor/teacher		None
Williams, Sidney	IT		None
Willis, Vonnie	Teacher		None
Wingo, Joan	Receptionist/Nampa		None
Wolfe, Jamie	Coordinator/teacher		None

Another Choice Virtual Charter School Board Meeting Minutes

10/21/20

- 4:15 Welcome
  - Welcome / In Attendance: John Kelleher; Misty Puckett; Kevin McLaren; Ruth Kropp; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

    We had no guests this month.
  - Old Business
    - State Testing – ISATs; SAT/College Placement; Civics etc. – Laura provided an update.
    - Status of the Lab Plan / Covid-19 Response - The plan was reviewed and the board did not make changes.
    - Update on Mentor Program for certain staff – Discussion that several teachers were working through the mentor program and all was going well.
    - School Improvement – CSI UP and CSI Grad Continuation– Laura provided an update, we are working hard to reach our goals.
  - New Business
    - Sustainability Plan
      - Proposal from Jonathan Locust, Ph.D., CSSBB, Winona University – reviewing of a proposal to look at student gain and also resiliencies – Laura presented as part of our overall sustainability plan that a lot of our data the supports success for our students in not demonstrated via testing data. Dr. Locust looks at resiliency and had visited with Laura to explain some of the services he provides in compiling and looking at data. The board had questions and Laura will send for more information.
    - Current Financial Report (Discussion) – Ross shared an update, discussion followed.
    - Financial Audit Update – The hard copy isn't in, Ross will talk more in November but shared the positive findings. When it comes in it will be placed in the folder.
    - Policy Review:
      - 7400P3 addition; Volunteer Policy; Family Engagement Policy; These existing policies were reviewed, discussion; Ms. Puckett to approve, seconded by Ms. Kropp, all approved unanimously.
    - Update of the Current Year for all programs / Status Update on School – Laura provided an update.
      - Special, Standing, and Informational Reports
        - Training / Professional Development

    As the meeting was closing Kevin McLaren expressed how much he enjoyed being on the board. He will miss everyone. However, at this time he has submitted his resignation.
  - BOARD Training: Reading of Covid 19 materials
- Meeting Adjourned
  - Upcoming Dates:

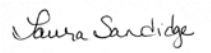
Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Check Website for other activities and important dates

- Next meetings:
  - Next meetings: 11/18/20; 1/20/21
  - Remember no meeting in December unless requested;
  - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.

  If you would like to join this, or any future board meetings virtually please call or ask us.

Meeting adjourned at 5:30, Respectfully submitted



Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting. 2

Another Choice
VIRTUAL SCHOOL

Another Choice Virtual Charter School Board Special Meeting Minutes

12/09/21 4:00 PM
1014 W. Hemingway Blvd., Nampa Idaho 83651

- 4:00 – 4:10 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
- 4:10 Welcome. In Attendance: John Kelleher (board chairman), Misty Puckett (treasurer), Lori Lyman, Ruth Kropp, Ross Jones (financial manager), Laura Shoemaker (board clerk), and Laura Sandidge (school administrator)
    - Approval of Board Minutes Lori motioned to approve the minutes. Ruth seconded. Unanimously approved.
    - Approval of Special Meeting Agenda Misty motioned to approve the agenda. Ruth seconded. Unanimously approved.
- Agenda Items:
    - Old Business
        - None currently.
    - New Business
        - Proposal of sustainability plan.
        - Executive Session Misty motioned to move into executive session. Lori seconded. Unanimously approved.
            - -----(Board Member) moves that the board, pursuant to Idaho Code 74-206 section 1(f), convene in executive session for the purpose of discussing matters pertaining 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. The mere presence of legal counsel at an executive session does not satisfy this requirement.
            - Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn this meeting. Ruth motioned to move out of executive session. Misty seconded. Unanimously approved.

Action Item: Acceptance of sustainability plan. Lori motioned to accept sustainability plan. Ruth seconded. Unanimously approved.
Outline of sustainability plan:

1. Board Chair John signed request for administrative hearing.

2. Dr. Laura Sandidge submitted resignation effective at close of the 2021-2022 school year, June 30th, 2022.
3. Approval to create two administrative positions to replace current administrator/head of school. Will begin recruitment and hiring process.
4. Recruit two new board members with prior experience and/or seek a board mentor.

- Meeting Adjourned. Misty motioned for meeting to adjourn. Lori seconded. Unanimously approved.
  - Upcoming Dates:
    - Check website for other activities and important dates
  - Next meetings:
    - Next meetings: January 19, 2022. February 16, 2022.
    - Meetings are always at 4:00 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.

If you would like to join this, or any future board meetings virtually please call or ask us.

Meeting Adjourned at 5:25, respectfully submitted

Laura Shoemaker
Board Clerk

Not secure | id-canyon-assessor.governmaxa.com/propertymax/rover30.asp

Apps | State of Idaho Cont... | Idaho Public Charte... | Idaho Similar Scho... | My typeforms | Typ | ShareFile - Where C... | 2020 Legislation – I...

Canyon County, Idaho
Brian Stender, Assessor

Site Provided by... governmax.com

Parcel

Address 1 of 1

Property Info
Parcel
Print View

Searches
Address
Parcel Number

Functions
Welcome Page
Property Search
Mapping
Help
Contact Us

Parcel Number	Site Address	Current Total Assessed Value
08145000 0	1014 W HEMINGWAY BLVD, NAMPA	$675,950

Owner Information

Owner Name	SANDIDGE LAURA A
Mailing Address	13040 MAKENNAS WAY NAMPA ID 83686
Transfer Date	07/24/2012
Document #	
Deed Book/Page	

Location / Description

Tax District	002-01	Legal Desc.	17-3N-2W NE COSSEL COMMERCIAL LT 1 & A PORTION OF TX 2 IN LT 7 BLK 4
Parcel Situs Address	1014 W HEMINGWAY BLVD, NAMPA		
Deeded Acreage	1.0500		

Parcel Type

Property Class Code	421 Comm lot/acg in city
Neighborhood Code	520020 NAMPA OFFICE

Assessment Information

Prior Year	2019	Current Year	2020
Appraised Value Land	0	Appraised Value Land	0
Appraised Value Improvements	0	Appraised Value Improvements	0
Total Appraised Value	0	Total Appraised Value	0
Limited (Capped) Appraised Value Total	0	Limited (Capped) Appraised Value Total	0
Exemption Amount	0	Exemption Amount	0
Taxable Value	0	Taxable Value	0
Assessment Ratio	0	Assessment Ratio	0
Assessed Value	0	Assessed Value	0

(THIS INFORMATION IS FOR REFERENCE USE OF CANYON COUNTY ONLY)
(IT MAY CONTAIN ERRORS, AND IS SUBJECT TO CHANGE WITHOUT NOTICE)

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

Additional Notes (As Applicable)

A copy of the agenda was sent via email to PCSC staff. However, PCSC staff were unable to locate the agenda posted anywhere for the public 48 hours prior to the scheduled meeting, including the ACVS website and their Facebook site, which would be a potential violation of Open Meeting Law.

From: Laura Sandidge
To: Jenn Thompson
Subject: Re: January Meeting
Date: Wednesday, January 27, 2021 8:24:44 PM

Oh Jenn I would really appreciate that! It does not need to be formal at all. I just think it would make us all feel a bit more prepared with even a casual question and answer opportunity. I really appreciate you being willing to do that! Thank you so much!

Laura

On Wed, Jan 27, 2021 at 4:09 PM Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

> You sure can. We are planning to schedule orientation meetings in March, but we can do this earlier if you like. I am still working with our legal counsel to finalize the official guidance documents. The commission wants to simplify the process, so we're working through some final changes. I may or may not have all the documentation available in February, but I should be able to answer most questions and give you a good timeline.
>
> I'd like to bring Jared Dawson with me if that's the case. He's our program manager assigned to your school, and will be helping you with the process. It would be a good opportunity for you all to meet him.
>
> **From:** Laura Sandidge <lsandidge@anotherchoicecharter.org>
> **Sent:** Monday, January 25, 2021 12:30 PM
> **To:** Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
> **Subject:** Re: January Meeting
>
> Thank you, can we put you on the agenda to talk about the renewal process a bit?
>
> Laura Sandidge
>
> On Mon, Jan 25, 2021 at 12:27 PM Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:
>
> > Okay. I'll plan for February.

Just as a reminder Open Meeting law requires that meetings be noticed at least 5 days in advance and that agendas be posted at least 48 hours in advance of regular meetings. They need to be posted at the location of the meeting and on your website. Make sure you are getting those agendas posted to avoid an Open Meeting Law violation. Linking you to the PDF manual as a reminder.

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Thursday, January 21, 2021 10:47 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Subject: Re: January Meeting

Thank you Jenn. I am so sorry you were not able to make it. I apologize I didn't send it to you earlier. I had quite the week on a few other little crisis that were going on. I do apologize.

We would love to have you at our board meeting and I will make sure you have that for February. On the website I think it is under board. I haven't actually updated it for a while, we are rolling over to an updated website that will hopefully make things easier to access. We post the schedule at the beginning of the year.

Thank you again and I am really sorry I didn't send the link earlier.

Laura

Sent from my iPhone

On Jan 21, 2021, at 10:00 AM, Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

That turn-around time wasn't enough for me to attend. I'll plan for February. Will you make sure I have date/time/link with the necessary 48 hour notice for that meeting please. Where are your meetings noticed on your website? I haven't been able to find them.

Thanks, Laura.

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Wednesday, January 20, 2021 11:20 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Subject: January Meeting

Hi Jenn,

I hope you are doing well. We sadly have several of our team unavailable today so our meeting won't be a typical board meeting, it will only be informational and most likely short. However, Dr. Kelleher felt that it was best to keep our schedule.

Here is the link!

Topic: January Meeting
Time: Jan 20, 2021 4:15 PM Mountain Time (US and Canada)

Join Zoom Meeting
https://us02web.zoom.us/j/87261565570?pwd=RXQ4RkdkMDNXdkFvQUdCd2tLM2VlZz09

Thank you,

Laura

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

http://www.anotherchoicecharter.org

* Please note no links come from me without communication concerning the link.

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

http://www.anotherchoicecharter.org

* Please note no links come from me without communication concerning the link.

--
Laura Sandidge, Ph.D.
Administrator / Head of School
Another Choice Virtual Charter School
http://www.anotherchoicecharter.org
* Please note no links come from me without communication concerning the link.

From: Jenn Thompson
To: Newton, Rachel
Subject: FW: Notice of Potential Violation re: Another Choice Virtual Charter School
Date: Friday, October 16, 2020 11:21:00 AM

From: Bryan Taylor <btaylor@canyonco.org>
Sent: Friday, October 16, 2020 11:18 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Cc: Crystal Walker <cwalker@canyonco.org>
Subject: RE: Notice of Potential Violation re: Another Choice Virtual Charter School

Director Thompson,

Good morning. After reviewing the provided materials, I have decided to have my criminal investigative division begin to investigate allegations of criminal conduct under I.C. §§18-1360 and 74-501, 74-509, etc. I intend that this investigation and potential prosecution proceed entirely separate from any professional standards investigation or discipline pursued by PSC or the Attorney General's Office. Based on the information currently available, and the non-criminal remedies available to the State, I do not intend to pursue prosecution of any civil offense punishable only by a *de minimis* fine.

I have cced Investigator Walker from my Office who will be heading up the matter.

Thank you once again for reaching out.

Best,

Bryan

Bryan Taylor, JD, PhD
Prosecuting Attorney
Canyon County Prosecutor's Office
1115 Albany St.
Caldwell, ID 83605
Tel. (208) 454-7391
Fax (208) 454-7374

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From: Jenn Thompson [mailto:Jenn.Thompson@osbe.idaho.gov]
Sent: Wednesday, September 30, 2020 4:03 PM
To: Bryan Taylor <btaylor@canyonco.org>
Subject: Notice of Potential Violation re: Another Choice Virtual Charter School

Mr. Taylor,

Pursuant to Idaho Code section 33-5209C(4), I am writing to inform you that the Idaho Public Charter School Commission has reason to believe that a school operating under its authorization, Another Choice Virtual Charter School, located in Nampa, Idaho, may have violated multiple provisions of law. The attached letter provides detail regarding our concerns.
Please feel free to contact our office if you have any questions.
Jenn Thompson

Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

Canyon County Prosecuting Attorney
Bryan F. Taylor, JD, PhD

Canyon County Courthouse * 1115 Albany Street * Caldwell, ID 83605
Telephone: (208)454-7391 * General Fax: (208)454-7474 * Civil Fax: (208)455-5955

Christopher N. Topmiller
Chief Deputy
Criminal Division

Samuel B. Laugheed
Chief Deputy
Civil Division

October 20, 2021

Sent Via Email

Jenn Thompson
304 N. 8th Street, Ste. 242
Boise, Idaho 83720
Jenn.thompson@osbe.idaho.gov

Re: Public Records Request Dated October 15, 2021

Jenn Thompson:

This letter acknowledges receipt of your records request dated and received by the Civil Division of this office on October 15, 2021, which can be summarized as a request for status or final determination of the Canyon County Prosecuting Attorney's Office investigation into Another Choice Charter School, Kevin McLaren, and/or Laura Sandidge in August 2020 (see attached request).

This request was referred to the Criminal Division of this office on October 18, 2021 and we understand that the decision and absence of a letter declining prosecution for statutory reasons were explained to you on October 19, 2021. As there are no other public records that fit the parameters of your request, we consider it closed.

If you believe that you have been improperly denied the information you requested, you have the right to institute proceedings in the district court of this county within 180 days from the date of the mailing of this letter to attempt to compel disclosure of that information.

Sincerely,

Doug Robertson
Associate County Attorney, Civil Division

DWR:jc
Attachment: request

Public Records Request

Right To Examine Public Documents

Name
Jenn Thompson

Address
304 N. 8th St. Ste 242
Boise, ID 83720
United States

Phone
(208) 332-1594

Email
jenn.thomposn@osbe.idaho.gov

What office/department is your request intended for?
Prosecuting Attorney

Name of Client / Insured (if applicable)

ID, Releases / Authorization, Etc (if applicable)

How Would You Like The Documents Sent?
via Email

I am requesting copies of the following public records:
Any and all documentation regarding the status or final determination of the Canyon County Prosecutor's investigation into Another Choice Virtual Charter School since August of 2020. Any findings or determinations related to either Kevin McLaren or Laura Sandidge issued by your office during that time period are also requested.

The Canyon County Prosecutor's Office opened an investigation into this matter in 2020 after the Idaho Public Charter School Commission relayed that we had reason to believe law had been violated. Documentation resulting from our investigation was forwarded to your office. Our commission must make a final decision to renew or non-renew the school's operational contract shortly, and status on this investigation is a factor in that decision. Any documentation you can provide is appreciated.

Signature

Date
10/15/2021

From: Michelle Clement Taylor
To: Jenn Thompson; Kirsten Pochop
Subject: RE: ISEE Mar 2019 v9 - LEAs still missing certified trials
Date: Tuesday, March 26, 2019 8:29:22 AM

Tim McMurtrey contacted Joel about Chief Taghee. (Sorry my abbreviation should have an "E" in it. Chief Tahgee Elementary Academy)

The other two schools are working with Amy Sigler.

Michelle

From: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Sent: Tuesday, March 26, 2019 7:39 AM
To: Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Kirsten Pochop <Kirsten.Pochop@osbe.idaho.gov>
Subject: RE: ISEE Mar 2019 v9 - LEAs still missing certified trials

> ***This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.***

Appreciate the update. I will note these in Asana, Kirsten.

Michelle, do you need us to follow up with anyone? CTA? Not sure I know who you mean.

Jenn Thompson
Finance and Resource Program Manager

Idaho Public Charter School Commission
A division of the Idaho State Board of Education

304 N. 8th Street, Suite 242
Boise, ID 83702
(208) 332-1594
www.chartercommission.idaho.gov

From: Michelle Clement Taylor <mtaylor@sde.idaho.gov>
Sent: Monday, March 25, 2019 5:08 PM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>; Kirsten Pochop <Kirsten.Pochop@osbe.idaho.gov>
Subject: FW: ISEE Mar 2019 v9 - LEAs still missing certified trials

Hi Jenn and Kirsten,

In missing or late reporting category. The March 2019 upload was due on March 15, 2019.

The following three schools are late with their data.

Amy Sigler the ISEE person Regions 1 – 3 checked with KBA and Another Choice. This it response she got from each school:

KBA is close, they have systems problems and are working on getting it done.

Another Choice: Thanks for checking in! Unfortunately I have had other deadline this week. I am going to start work on it again this evening. We know that if I do not get it in by tomorrow we will not get our May payment until next year. I am really going to try. Thanks!

Just so you know I responded to Another Choice to let them know that being late is more than just missing the May funding, that it impacts our (SDE) data reporting and payment calculations.

I was told the CTA is working on it, but don't have any specific details.

I will follow-up and let you know when we have all three school's data.

Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov
208-332-6963

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From: Todd M. King <tking@sde.idaho.gov>
Sent: Thursday, March 21, 2019 8:30 AM
To: Roger Evans <revans@sde.idaho.gov>; Amy Sigler <asigler@sde.idaho.gov>; Brandon C. Phillips <BCPhillips@sde.idaho.gov>; Pam Brewer <pbrewer@sde.idaho.gov>; Mandy Fulbright <mfulbright@sde.idaho.gov>
Cc: Kelly Everitt <keveritt@sde.idaho.gov>; Ayaka Nukui <anukui@sde.idaho.gov>; Michelle Clement Taylor <mtaylor@sde.idaho.gov>
Subject: ISEE Mar 2019 v9 - LEAs still missing certified trials

We are down to three LEAs that are still not in. Here is what I know about them.

Another Choice Virtual Charter School, Inc. (476)
No trials on SRM Production

Latest trial on SRM Test, last validated on Sunday 3/17

Chief Tahgee Elementary Academy, Inc. (483)
No trials on SRM Production or SRM Test

The Kootenai Bridge Academy, Inc. (470)
No trials on SRM Production
Latest trial on SRM Test, last validated on Wednesday 3/20

Warm Regards,

Todd M King
Education Data Systems Reporting Manager
Idaho State Department of Education
208-332-6937

STATE OF IDAHO
PUBLIC CHARTER SCHOOL COMMISSION

To: **ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.** **1014 WEST HEMINGWAY BLVD.** **NAMPA, ID 83651**	))))))	**NOTICE OF DELINQUENCY**

Pursuant to IDAPA 08.02.04.102, the Public Charter School Commission ("the Commission") hereby issues this Notice of Delinquency to Another Choice Virtual Charter School, Inc. ("AVCS"), on the grounds that AVCS failed to submit payment of the assessed Authorizer Fee. The original invoice was issued on 2/5/19 and payment was due on 3/15/19.

The Commission requests that AVCS submit payment by May 1, 2019. If payment has not been received at that time, the Commission will notify the State Department of Education, and payment will be withheld from the school's May 15th regular distribution of funds.

Sincerely,

Tamara Baysinger

Tamara Baysinger

Director, Idaho Public Charter School Commission

3/17/20

Another Choice Virtual Charter School
1014 West Hemingway Boulevard
Nampa, ID 83651

Pursuant to IDAPA 08.02.04.102, this letter is to inform you that the Idaho Public Charter School Commission has not yet received payment of the assessed Authorizer Fee. The original invoice was issued on 2/1/21 and payment was due on 3/15/21. A copy of the original invoice is included with this letter.

The Idaho Public Charter School Commission (IPCSC) requests that payment be submitted by April, 14 2021. If payment has not been received at that time, the IPCSC will notify the State Department of Education, and payment will be withheld from the school's May 15th regular distribution of funds until the IPCSC notifies the State Department of Education that full payment has been received.

Please contact our office if you have any questions.

Sincerely,

Jenn Thompson
Director, Idaho Public Charter School Commission

Enclosure: Authorizer Fee Invoice

May 12th, 2021

Another Choice Virtual Charter School, Inc.
1014 W. Hemingway Blvd.
Nampa, ID 83651

Dear Board of Directors:

As you are aware, one role of the Idaho Public Charter School Commission (IPCSC) is to provide operational oversight for the schools it authorizes and ensure they remain in compliance with the provisions of their performance certificates, performance frameworks, and all applicable laws. As part of this responsibility, IPCSC staff review each school's policy to ensure that they are in not in conflict with any applicable laws.

Idaho Code §33-5209(C)(1) does not require the IPCSC to submit a formal records request to obtain documentation that aides the authorizer in fulfilling its statutory responsibilities. Unfortunately, multiple requests for documentation have been made over a two month time period. As complete documentation has not yet been received, a more formal request has become necessary.

Our records indicate the following timeline of communication regarding this request:

- An initial request was made to Dr. Sandidge and Mr. Kelleher on March 12, 2021.
- A second request for policy documents was made to Dr. Sandidge on April 7, 2021.
- Dr. Sandidge responded on April 8, 2021 stating that she was working on getting documents into a format that would work to send to the IPCSC.
- A third request for policy documents was made to Dr. Sandidge on April 16, 2021.
- Dr. Sandidge responded on April 20, 2021 with an email that contained one section of policy, and stated that others would be sent soon.
- A fourth request for policy documents was made to Dr. Sandidge on May 10, 2021.

At this time, we have significant concerns about the availability of public documents.

Please consider this a formal public records request under the Freedom of Information Act for all board approved policies held by ACVS. This request includes all relevant documents regardless of whether they are stored on or off school property.

A secure folder has been established for easy file upload. You can access the folder here:

https://officeofthestateboardofeducation.sharefile.com/f/fod84bce-1daf-41ae-aea6-357834b9f595

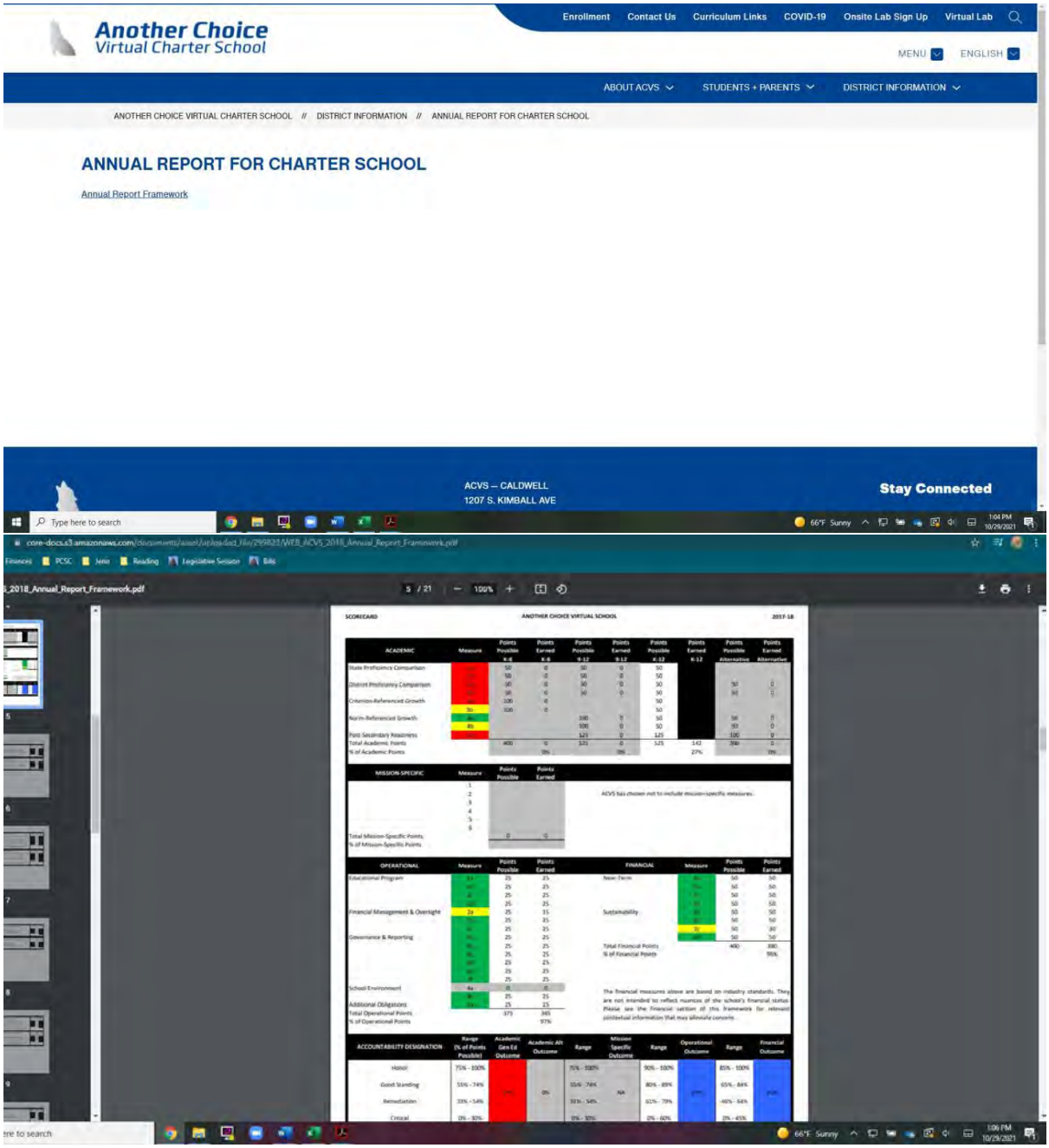
Delivery is expected no later than end of business on Monday May 17, 2021.

We appreciate your prompt response and respectfully request continued transparency and open communication in seeking to resolve these concerns. If you have any questions, please don't hesitate to contact our office any time.

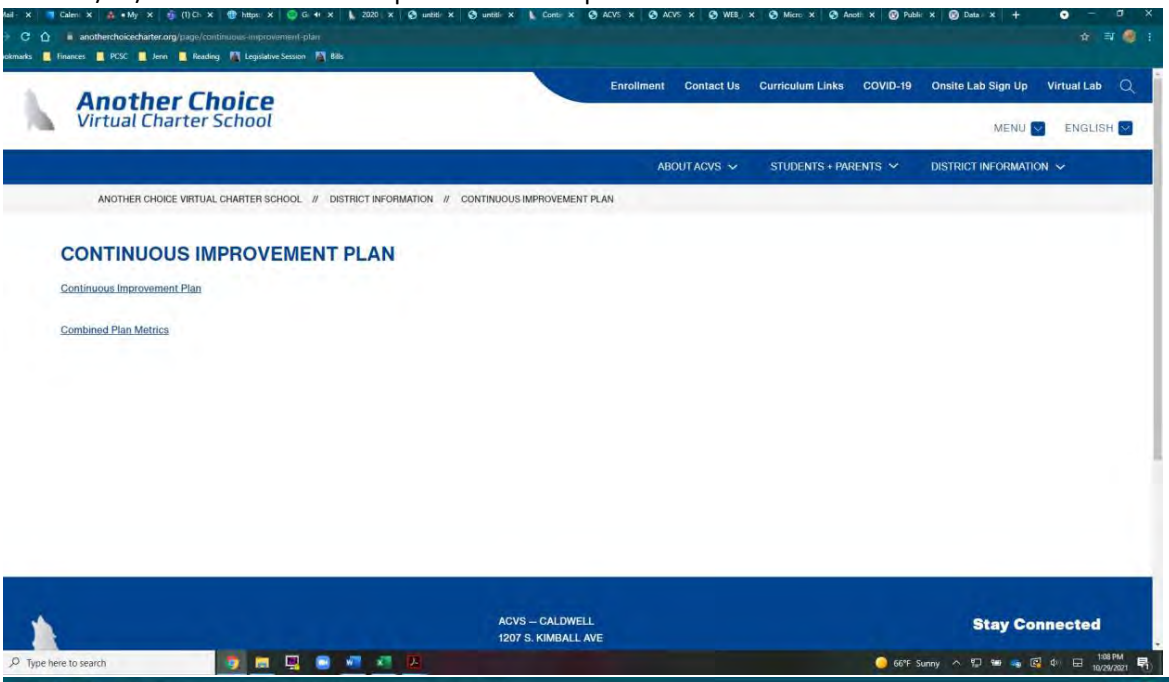
Sincerely,

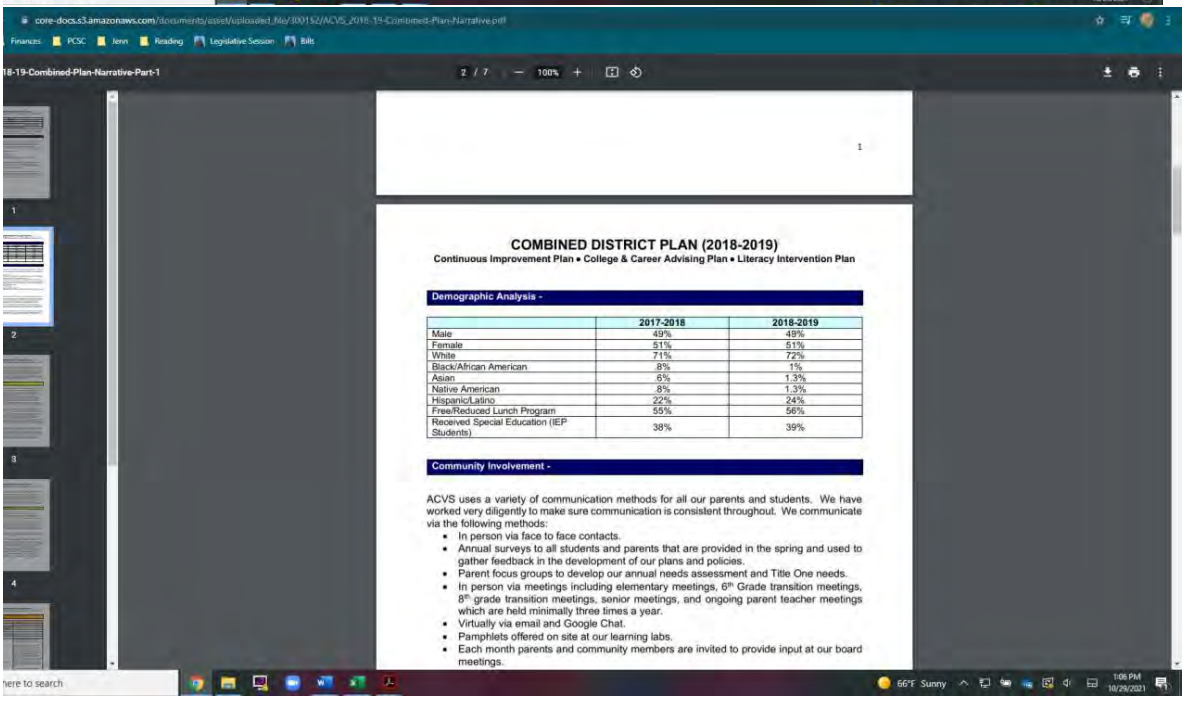
Jenn Thompson | Director

1. As of 10/29/21 the Annual Performance Report posted was the 2017-2018 report.



2. As of 10/29/21 the Continuous Improvement Plan posted was from 2018-2019





COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

Demographic Analysis -

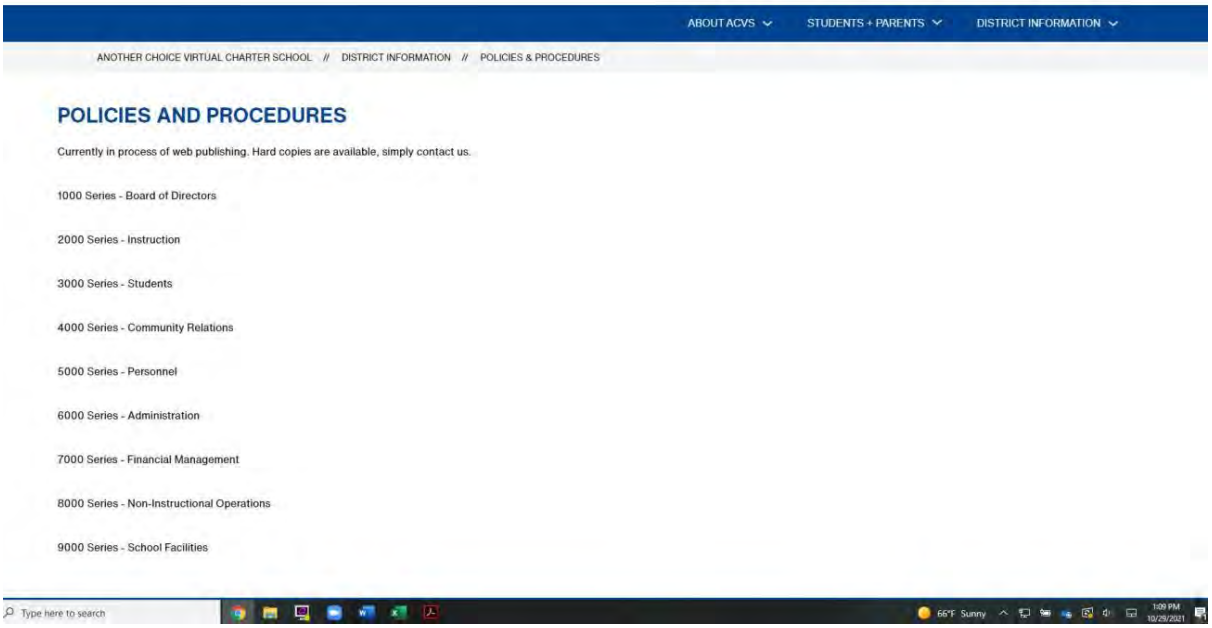
	2017-2018	2018-2019
Male	49%	49%
Female	51%	51%
White	71%	72%
Black/African American	.8%	1%
Asian	.6%	1.3%
Native American	.8%	1.3%
Hispanic/Latino	22%	24%
Free/Reduced Lunch Program	55%	56%
Received Special Education (IEP Students)	38%	39%

Community Involvement -

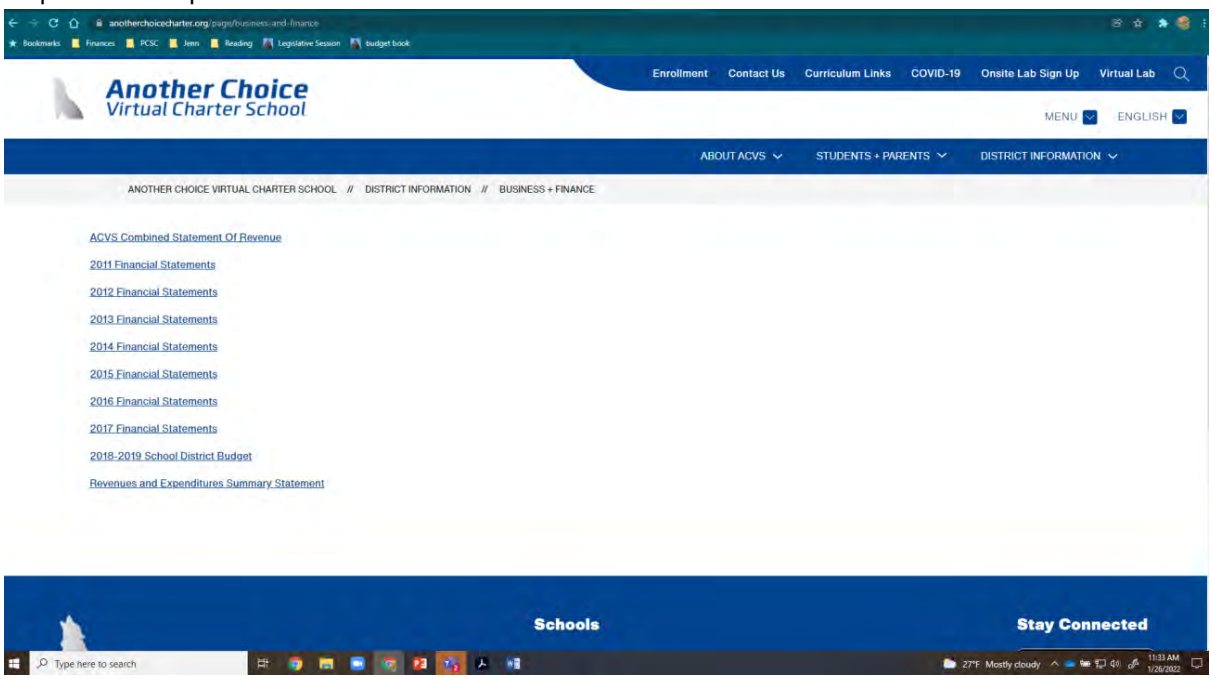
ACVS uses a variety of communication methods for all our parents and students. We have worked very diligently to make sure communication is consistent throughout. We communicate via the following methods:

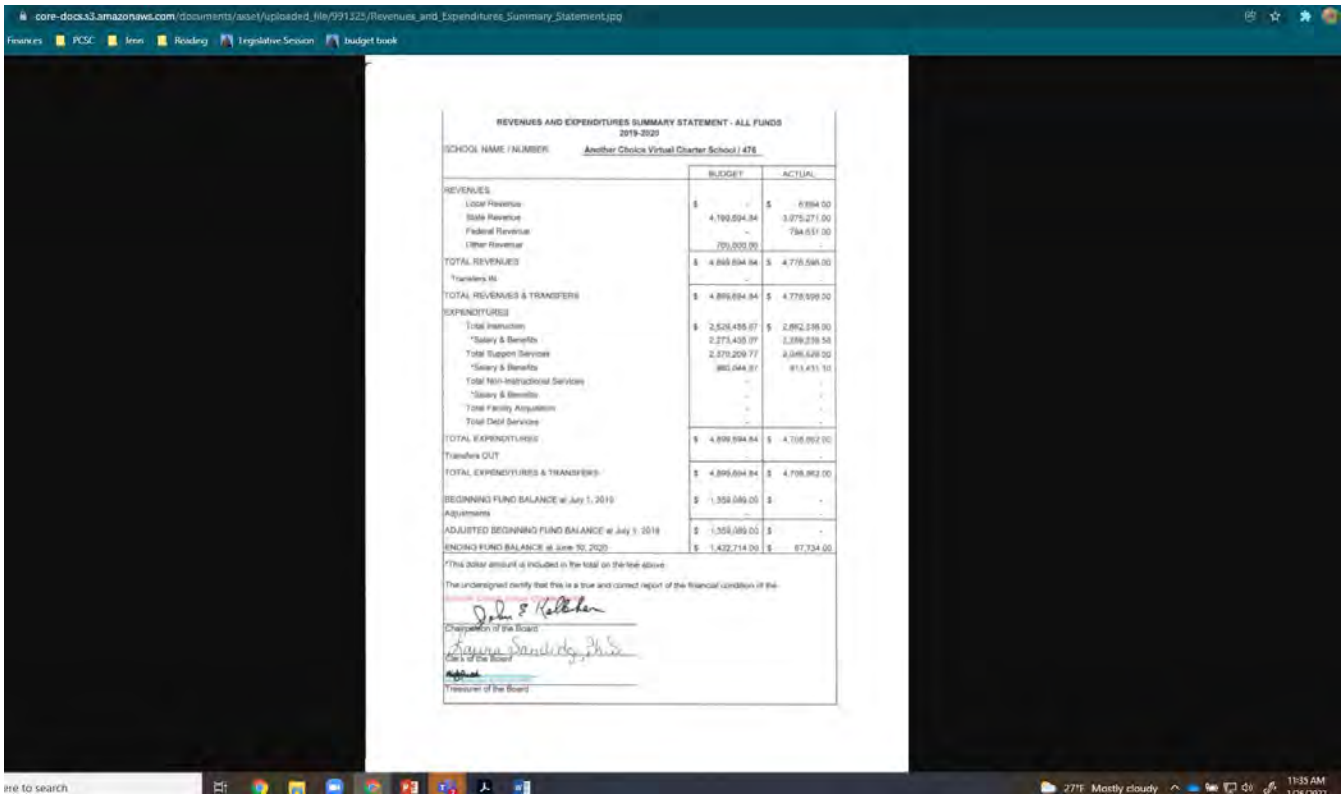
- In person via face to face contacts.
- Annual surveys to all students and parents that are provided in the spring and used to gather feedback in the development of our plans and policies.
- Parent focus groups to develop our annual needs assessment and Title One needs.
- In person via meetings including elementary meetings, 6th Grade transition meetings, 8th grade transition meetings, senior meetings, and ongoing parent teacher meetings which are held minimally three times a year.
- Virtually via email and Google Chat.
- Pamphlets offered on site at our learning labs.
- Each month parents and community members are invited to provide input at our board meetings.

3. As of 10/29/2021 the policies and procedures page of the website did not include links. As several policies, including data security are required to be posted, this is not compliant.



4. Outdated Financial Documentation as of 1/26/22: Most Recent Budget is 2018-19; Combined Statement of Revenue is 2017; Summary Sheet is 2020. Additionally, contracts do not appear to be posted as required.





Another Choice Virtual Charter SCHOOL DISTRICT NUMBER 476
Nampa , IDAHO

COMBINED STATEMENT OF REVENUES & EXPENDITURES WITH CHANGES IN FUND BALANCE - ALL FUNDS

Line	Code	Account	2016-17 Budget	Budget Salary & Benefits	2016-17 Actual	Actual Salary & Benefits
1		REVENUE RECEIPTS				
2	410000	Local Sources	827000		588549.51	
3	420000	County Sources				
4	430000	State Sources	3504255		3357320	
5	440000	Federal Sources	165346		248015	
6	450000	Other Sources				
7		**TOTAL REVENUES**	4496601		4191884.5	
8	460000	Transfers IN				
9		**TOTAL REVENUE & TRANSFERS**	4496601		4191884.5	
10						
11		EXPENDITURES				
12	500000	Instructional Services	1833629.2		1965910	
13	600000	Support Services	2927985.8		1871412	
14	700000	Non-Instructional Services				
15	800000	Facility Acquisition Services				
16	910000	Debt Services				
17		**TOTAL EXPENDITURES**	4761615	0	3837322	0
18	920000	Transfers OUT				
19		**TOTAL EXPENDITURES & TRANSFERS**	4761615	0	3837322	0
20		**Excess (Deficiency) of Revenues over Expenditures & Transfers**				
21						
22	320001	**Fund Balance at July 1, 2016**	170000		153224	
23						
24	320002	Adjustments	347725		347725	
25						
26	320003	**Adj. Fund Balance July 1, 2017**	517725	0	500950	0
27						
28		**FUND BALANCE At June 30, 2017**				
	320000	***Total of Line 20 + 26**	252710.98	0	4191884.5	0

The undersigned certify that this is a true and correct report of the financial condition of the Another Choice Virtual Charter School District.

Chairperson of the Board

From: Jenn Thompson
To: Kolts, Rachel
Subject: Fw: Another Choice Funding Information from Corrected ISEE 2019-20 Upload
Date: Monday, September 28, 2020 11:17:05 AM

Jenn Thompson
Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

From: Michelle Clement Taylor <mtaylor@sde.idaho.gov>
Sent: Monday, September 28, 2020 10:49 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Subject: FW: Another Choice Funding Information from Corrected ISEE 2019-20 Upload

Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov
208-332-6963

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From: Shannon Miner <sminer@sde.idaho.gov>
Sent: Monday, September 21, 2020 2:53 PM
To: LAURA SANDIDGE <LSANDIDGE@ANOTHERCHOICECHARTER.ORG>; KIMBERLY ANN HUNTER <KHUNTER@ANOTHERCHOICECHARTER.ORG>
Cc: Debi Smith <dsmith@sde.idaho.gov>; Brandy Diaz Scott <bdiazscott@sde.idaho.gov>; Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Lisa Colon Durham <lcolondurham@sde.idaho.gov>; Cina Lackey <CLackey@sde.idaho.gov>; Todd M. King <tking@sde.idaho.gov>; Amy Sigler <asigler@sde.idaho.gov>; Branwyn Phillips <BCPhillips@sde.idaho.gov>
Subject: Another Choice Funding Information from Corrected ISEE 2019-20 Upload
Importance: High

Ms. Sandidge and Ms. Hunter,

We wanted to review the funding issues for Another Choice based on the most recent correct end of year ISEE upload.

Originally withheld for:

- **Hunter, Nathanael** – taught Algebra and Geometry. He only holds an Exceptional Child Generalist certificate. He is unable to teach general education. Unable to restore 2019-20 funding reduction.
- **Lenz, Ember** – taught Physical Science was recoded Biological Science. Will restore funding reduction.
- **Murphy, Victoria** – taught Elective and Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? Unable to restore 2019-20 funding reduction.

New issues:

- **Galvin, Thomas** – taught English and Journalism. He applied June 18, 2020. A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.
- **Cook, Taryn** – taught Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.
- **Hunter, Nathanael** – taught Algebra, Geometry and Math Support (20005 – elective assignment). He holds Exceptional Child Generalist certificate. He is unable to teach general education. Please double check 20005 coding that is listed as Math support – this code is not intended for core subject content. See these documents: SDE Assignment Reporting Guidance and 2020-2021 Information Regarding Assignment Codes 00005 and 20005. Funding already reduced.
- **Vincent, Denise –** taught Literacy. She is unable to teach Literacy without a Literacy endorsement. A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.
- **Dorrian, Kevin** – taught History without a contract and without a certificate. We have no application on file. What is the plan for 2020-21? Is he still teaching? A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.
- **Crosley, Tracey** - taught Literacy without a contract and without a certificate. Tracey applied for her certificate on June 12, 2020. Her certificate now is for All Subject K/8 and will not align to Literacy. What is the plan for 2020-21? Is she still teaching this assignment? A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.
- **Chavez, Dean and Lorenzo-Angel, Juana** – were both paraprofessionals, listed as Teacher of Record of an Advisory assignment. A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.

Please review this information and reach out to any of us if you have questions. There are some questions in the body of this email that are very important to the compliance of Idaho Code 33-1201 and what is best for students for the 2020-21 school year. Thank you for your time and transparency with your data.

Thank you,

Shannon Miner | Program Specialist – Alternative Authorizations | Teacher Certification

208-332-6885 | **Address** | **Email** | **SDE Website** | **Alternative Authorization Webpage** | **Certification Lookup Tool** |

Idaho State Department of Education

"Supporting Schools and Students to Achieve"

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RE: Another Choice Virtual School Question

Julie Oberle <JAOberle@sde.idaho.gov>

Tue 1/18/2022 5:53 PM

To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>

Cc: Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Peter McPherson <pmcpherson@sde.idaho.gov>

Hi Jenn. Another Choice received $411,909.34 last February (2/15/21) and had no adjustments to their amount. Last May (5/15/21), they had a nega ve adjustment of $286,215.49 for FY 2020 salary/benefit appor onment revisions. This adjustment resulted them being overpaid for the year, as of the May 15 payment, by $39,238.88. We did not request reimbursement of this amount. Instead, we told them it would be captured in the July payment. They did receive a July 15 payment of $306,174.58. Does this give you what you need? Thanks. Julie

Julie Oberle
Public School Finance
Superintendent of Public Instruc on's Office
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6840
JAOberle@sde.idaho.gov

Supporting Schools and Students to Achieve

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From: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Sent: Tuesday, January 18, 2022 4:18 PM
To: Julie Oberle <JAOberle@sde.idaho.gov>
Subject: Another Choice Virtual School Ques on

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

I understand funds were withheld from ACVS last feb.. Do you happen to know that amount? Also is that on the docket for them again this year? The school has argued that the reason one of their financial measures shows low for last year is due to SDE withholding funds. Obviously, the school is responsible for why those funds were withheld, but if you have numbers, that would really help me out.

Also, thank you for the presentation today. Erik made some important connections. You always make difficult things sound simple!

Jenn Thompson
Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

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IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of: Laura Sandidge, Respondent	Case No. 22030 **STIPULATION**

BACKGROUND

The Professional Standards Commission received an allegation of unethical conduct concerning Laura Sandidge. Following an investigation, the Executive Committee of the Professional Standards Commission reviewed the information before it and determined that probable cause exists for initiating an administrative action against Laura Sandidge's certificates. The Executive Committee has recommended the following Stipulation.

STIPULATION

1. This is an agreement ("Stipulation") between Laura Sandidge ("Ms. Sandidge") and the Executive Committee (the "Executive Committee") of the Professional Standards Commission (the "Commission").

2. If Ms. Sandidge wishes to agree to this Stipulation, she must sign and return this Stipulation and any attachments to the Commission by 5:00 p.m. (Mountain Time) on or before **March 26, 2021**, unless she has been granted an extension.

3. After Ms. Sandidge and the Executive Committee agree to and sign this Stipulation, the Stipulation must be approved by the Commission, and the Commission must enter the attached consent order, before this Stipulation resolves the matter.

4. A signed copy of this Stipulation may be submitted via mail or fax to:

Professional Standards Commission
650 West State Street, 2nd Floor
P .O. Box 83720
Boise, ID 83720-0027
Fax: (208) 334-2228 (Attn: Professional Standards Commission)

STIPULATED FACTS AND LAW

5. The Commission regulates teacher certification in Idaho.

6. The Chief Certification Officer is empowered to file an administrative complaint against the certificate of a teacher or other individual certified under the authority of the Idaho State Board of Education. Idaho Code § 33-1209.

7. Ms. Sandidge holds the following certificates and endorsements issued under the authority of the Idaho State Board of Education:

a. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.

b. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.

c. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.

d. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.

8. Ms. Sandidge was and has been the administrator and an employee of Another Choice Virtual Charter School ("ACVS") since 2010.

9. Her son-in-law, Kevin McLaren, is a board member for ACVS and has been since 2015.

10. Under Principle I of the Code of Ethics, Ms. Sandidge, as a professional educator, was required to abide by all federal, state, and local educations, laws, and statutes.

11. Every employee of a public charter school and every member of its board of directors is required to comply with ethical standards and conduct that is also found in the Ethics in Government Act of 2015.

12. This Act requires public officials to not take any action where a conflict of interest exists.

13. If a conflict of interest exists, then it must be disclosed.

14. A public official must prepare a written statement describing the matter to be acted upon and the nature of the potential conflict and deliver such statement to his or her appointing authority.

15. Based upon Idaho Code section 33-5204(6)(a), Idaho utilizes a four-step procedure (found in Idaho Code sections 18-1361 and 181361A) for the award of contracts involving a public charter school to a business in which a board member has a direct or indirect interest, which conflict extends to a person related by blood or marriage within the second degree.

16. The procedure for any board member with a direct or indirect interest in a business that the board is contracting with is generally as follows:

a. The contract is competitively bid, and the public servant or his relative submits the low bid; and

b. Neither the public servant nor his relative takes any part in the preparation of the contract or bid specifications, and the public servant takes no part in voting on or approving the contract or bid specifications; and

c. The public servant makes full disclosure, in writing to all members of the governing body, council, or board of said public body of his interest or that of his relative and of his or his relative's intention to bid on the contract; and

d. Neither the public servant nor his relative has violated any provision of Idaho law pertaining to competitive bidding or improper solicitation of business.

17. Advocates for Inclusion is a general business corporation, in which Ms. Sandidge is a member and co-owner.

18. Ms. Sandidge's son-in-law, Kevin McLaren, is a co-owner of Advocates for Inclusion.

19. ACVS contracted at various times with Advocates for Inclusion for behavioral intervention and special education services.

20. In the 2019-20 school year, ACVS agreed to pay Advocates for Inclusion $500,000 in exchange for special education services.

21. ACVS did not utilize the competitive bidding process for its contracts with Advocates for Inclusion and did not receive other bids or proposals from other similarly situated service providers.

22. SMS Enterprises is a limited liability company in which Ms. Sandidge is a member and co-owner.

23. Ms. Sandidge's son-in-law, Kevin McLaren, is a co-owner of SMS Enterprises.

24. ACVS rents buildings from SMS Enterprises in both Nampa and Boise.

25. ACVS did not use a competitive bidding process in regard to its lease with SMS Enterprises.

26. Ms. Sandidge signed contracts on behalf of ACVS with Advocates for Inclusion and SMS Enterprises.

27. As an employee of ACVS, Ms. Sandidge had a duty to inform the public of the existence of any conflicts of interest and was required to submit a written statement describing any conflicts of interest when the at-issue contracts were presented to the ACVS Board of Directors.

28. Ms. Sandidge did not prepare or submit a written statement describing a conflict of interest to the ACVS Board of Directors in regard to the contracts with Advocates for Inclusion or SMS Enterprises.

29. The Executive Committee determined that probable cause exists for initiating an administrative action against Ms. Sandidge for violating the following laws and rules governing teacher certification:

a. Ms. Sandidge's conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education. Idaho Code § 33-1208(1)(j) ("Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education"). Specifically, Ms. Sandidge's conduct or course of conduct violated Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2).

b. Ms. Sandidge's conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education.

Idaho Code § 33-1208(1)(j) ("Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education"). Specifically, Ms. Sandidge violated Code of Ethics Principle V. (Idaho Admin. Code r. 08.02.02.076.06) ("A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.").

30. Ms. Sandidge, although not admitting that she violated the laws and rules cited in paragraph 29, and in lieu of fully litigating or actually deciding the issue, acknowledges that there is sufficient evidence to support a finding of a violation of the laws and rules cited in paragraph 29.

31. Ms. Sandidge also notes for the record that her son-in-law is no longer on the Board of Directors; that the Board is, as presently constituted, completely independent of her and any person related to her by blood or marriage; and that much of the alleged violations described herein stemmed solely from that familial relationship. Ms. Sandidge, having sought legal counsel, is now more cognizant of the potential for conflicts of interest in her field and her corresponding duties with regard to such conflicts. Ms. Sandidge is confident that the steps she is currently taking, upon the advice of legal counsel, will resolve any issues in the future.

STIPULATED DISCIPLINE

32. If this Stipulation is approved by the Commission, the following discipline will be imposed by the Commission on Ms. Sandidge's certificates:

a. Issue a letter of reprimand to be placed in her certification file.

b. Require Ms. Sandidge to take a PSC approved ethics course that may not be used for renewal purposes.

33. Any costs associated with Ms. Sandidge's compliance with the terms of this Stipulation are her responsibility.

PRESENTATION OF THIS STIPULATION

34. Once Ms. Sandidge signs this Stipulation and timely returns it to the Commission, and the Executive Committee signs this Stipulation, the Deputy Attorney General assigned to the Commission will present this Stipulation to the Commission at the Commission's next business meeting.

35. The Commission may accept, reject, or modify the Stipulation.

36. If the Commission modifies this Stipulation, it must receive Ms. Sandidge's approval on any modification before the Stipulation is effective.

WAIVER OF RIGHTS

37. If this Stipulation is approved by the Commission, Ms. Sandidge knowingly, intelligently, and voluntarily waives the following rights:

a. the right to a hearing;
b. the right to confront and cross-examine witnesses;
c. the right to present evidence or to call witnesses or to testify at a hearing;
d. the right to reconsideration of the Commission's orders;
e. the right to judicial review of the Commission's orders; and
f. other rights accorded by the Idaho Administrative Procedure Act and the law and rules governing teacher certification in the State of Idaho.

38. If this Stipulation is approved by the Commission, the Commission may impose discipline upon Ms. Sandidge's certificates without further process.

39. By signing this Stipulation, Ms. Sandidge agrees to waive any requirement for a hearing under Idaho Code § 33-1209(3) to be conducted within 90 days of a request for a hearing. This waiver applies to any hearing request made before the Commission ultimately rejects this Stipulation (if it does) or before Ms. Sandidge ultimately rejects a modified stipulation (if

Ms. Sandidge does). If the Commission ultimately rejects this Stipulation or if Ms. Sandidge ultimately rejects a modified stipulation, and Ms. Sandidge has requested a hearing, the 90-day hearing timeframe will begin from the ultimate rejection.

GENERAL ACKNOWLEDGMENTS

40. This Stipulation contains the entire agreement between the parties, and Ms. Sandidge is not relying on any other agreement or representation, whether verbal or written.

41. This Stipulation, if approved by the Commission, or modified and approved, is entered into by Ms. Sandidge and the Commission solely for use in resolving the present proceeding before the Commission.

42. This Stipulation, if approved by the Commission, or modified and approved, resolves a contested case. If approved, the Stipulation, consent order, and any attachment are public records. And if approved, the Commission may make available through its or the State Department of Education's website a copy of the Stipulation, consent order, and any attachment and may report any discipline to the national clearinghouse for teacher certification.

43. Ms. Sandidge agrees that she has read this Stipulation, has had the opportunity to discuss it with legal counsel, if she so chose, and understands that by signing below, she will be agreeing to the terms of this Stipulation.

SIGNATURES

Respondent

The respondent, Laura Sandidge, agrees to this Stipulation.

DATED this 25th day of March, 2021.

Laura Sandidge
Laura Sandidge
Respondent

Executive Committee

The Executive Committee recommends that the Commission enter an order based upon this Stipulation.

DATED this 8th day of April, 2021.

IDAHO PROFESSIONAL STANDARDS COMMISSION
EXECUTIVE COMMITTEE

Kathy Davis

Kathy Davis, Member

STIPULATION – 9
Laura Sandidge

IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of:	Case No. 22030
Laura Sandidge	**CONSENT ORDER**
Respondent	

The Professional Standards Commission orders that the Stipulation, entered between Laura Sandidge and the Executive Committee, is adopted as the informal disposition of this case, as permitted under Idaho Code § 67-5241. It will be effective on the 8 day of April, 2021. The discipline listed in the Stipulation is imposed on Laura Sandidge's certificates under Idaho Code §§ 33-1208 and 33-1209. This is a final agency order, and Laura Sandidge has waived the right of judicial review.

IDAHO PROFESSIONAL STANDARDS COMMISSION

Elisa Saffle

Elisa Saffle, Member

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 12th day of April, 2021, I caused to be served a true and correct copy of the foregoing by the following method to:

Laura Sandidge, Respondent C/O Thomas E. Dvorak Blake W. Ringer P.O. Box 2720 Boise, ID 83701	☒ U.S. Mail ☐ Hand Delivery ☒ Certified Mail, Return Receipt Requested ☐ Overnight Mail ☐ Facsimile: ☒ Email: tedservice@givenspursley.com blakeringer@givenspursley.com
Attorney for the *Chief Certification Officer* Robert A. Berry Deputy Attorney General P.O. Box 83720 Boise, ID 83720-0010	☐ U.S. Mail ☐ Hand Delivery ☐ Certified Mail, Return Receipt Requested ☐ Overnight Mail ☐ Facsimile: (208) 854-8073 ☒ Email: robert.berry@ag.idaho.gov leslie.gottsch@ag.idaho.gov

Annette Schwab
Annette Schwab
Program Specialist
Idaho State Department of Education

STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 83720-0027

OFFICE
650 W State Street
PHONE
(208) 332-6884
FAX
(208) 334-2228
SPEECH/HEARING IMPAIRED
(800) 377-3529

RE: Laura Sandidge
Professional Standards Commission Case No. 22030

LETTER OF REPRIMAND

The Professional Standards Commission issues a formal reprimand to Laura Sandidge.

The Executive Committee found that probable cause existed to warrant the filing of an administrative complaint against Ms. Sandidge's certificates by the Chief Certification Officer. In lieu of filing an answer, Ms. Sandidge entered into stipulated discipline. The full Professional Standards Commission considered her case and adopted the discipline recommended by the Executive Committee, which was incorporated into the stipulated discipline. Accordingly, a letter of reprimand is now issued based upon Ms. Sandidge's failure in her duty to inform the public of the existence of any conflicts of interest, and failure to submit a written statement describing any conflicts of interests when the at-issue contracts with Advocates for Inclusion or SMS Enterprises. were presented to the ACVS Board of Directors. This conduct violate Code of Ethics Principle V and Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2). The Chief Certification Officer is directed to issue and place this letter of reprimand in Ms. Sandidge's certification file.

Dated this 12 day of April, 2021.

IDAHO STATE DEPARTMENT OF EDUCATION

Lisa Colon Durham

Lisa Colon Durham, Chief Certification Officer

c: Robert A. Berry, Attorney for the Chief Certification Officer

Identifying Indicators of Distress in Charter Schools

Part 1: The Role and Perspective of Charter School Authorizers

September 2020

NATIONAL CHARTER SCHOOL RESOURCE CENTER

The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

This report was produced by NCSRC in partnership with lead authors Aimee Evan, Laura Groth, and Hannah Sullivan.

Suggested citation: National Charter School Resource Center (2020). *Identifying Indicators of Distress in Charter Schools: Part 1 The Role and Perspective of Charter School Authorizers*. Bethesda, MD: Manhattan Strategy Group.

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Key Terms As Used in This Report

Charter school: A charter school, in this report, is a public school that operates as a school of choice as described in the Elementary and Secondary Education Act (ESEA) Section 4310(2). Charter schools commit to obtaining specific educational objectives in return for increased autonomy. They are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools.

Charter school authorizer (authorizers): An authorized public chartering agency, as defined under Section 4310(1) of the ESEA, is a State educational agency, local educational agency, or other entity responsible for reviewing and approving or rejecting charter applications and monitoring charter school performance related to both academic and fiscal/organizational metrics as well as compliance with relevant laws. State law determines the types and number of organizations permitted to act as authorizers.

The death spiral: This is the point in a school's decline when challenges, errors, and barriers become too pervasive, systemic, and intertwined with the school's core functions to allow for easy reversal.

Early warning system: This is a process for identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions.

Governing board: Sometimes referred to as a school board, this group of individuals serves as a charter school's governing body. The board is ultimately responsible for a school's quality and performance and serves an integral oversight role. A charter contract to operate a school is often held between the authorizer and the charter school governing board.

Indicators of distress: These are characteristics that occur early in a school's decline suggesting a school that is struggling to achieve or maintain high levels of quality. Indicators of distress tend to be more difficult to measure and easier to influence than lagging indicators; as a *leading* indicator, they might predict future failure.

Indicators of failure: These are output data points that occur later in a school's decline to measure how a school performed. Indicators of failure are easier to measure than indicators of distress but, as a *lagging* indicator, require more substantive interventions to influence.

School leader: This term is frequently used in the singular to most often reference a principal, but depending on the school, this may be one or more individuals who take on leadership or administrative responsibilities of a particular school.

Introduction

Charter school authorizers (authorizers) that are committed to fostering high-quality charter school options for all students have an imperative to understand the nature of school distress and failure. **Authorizers and other stakeholders need to be able to identify and understand schools experiencing distress, long before a state accountability grade designates a school as "failing."**

In theory, the charter school sector relies somewhat on market forces and family choice to remove unsuccessful schools from the educational ecosystem. However, research shows only roughly 5% of academically underperforming schools are closed annually, on average.[1] When schools are allowed to decline to a point that closure becomes the only option, the disruption of school closure and student mobility often exacerbate the negative effects on students.[2]

WHO CAN USE THIS REPORT AND HOW

- **State Education Agencies (SEAs):** to articulate definitions of quality schools, identify supports needed for schools to improve, and evaluate quality authorizing.
- **Authorizers:** to review and identify schools in distress prior to failure, potentially creating alignment across their data collection and touch points with their authorized charter schools to ensure they are collecting pertinent information.
- **Charter Support Organizations (CSOs):** to determine what and how to address struggling schools, and what support mechanisms are currently working or not.
- **Charter management organizations (CMOs), charter school boards, and the schools themselves:** to assess the trajectory of quality and health and drive improvement for schools in distress.

Rather than wait until a school fails, authorizers may have the ability to identify schools in distress at a much earlier stage. Authorizers often have access to data that allows them to recognize a school in distress at a stage when successful, manageable interventions are possible and the trajectory of hundreds or thousands of students can be improved. **While policy contexts and appetites for various interventions and supports will vary for different authorizers, all authorizers can benefit from understanding the leading indicators that often precede a school's decline before decline has affected lagging performance indicators.** These early warning signs of a school in trouble provide a good starting point for flagging schools that may need guidance, supports, or simply a more thorough review.

Based on the needs of the field, the National Charter School Resource Center (NCSRC) sought to identify and describe characteristics observed in schools experiencing difficulty in achieving the ESEA's definition of a high-quality charter school.[3] We call these early warning signs *indicators of distress*. **This report provides the indicators of distress authorizers regularly encounter as a school's quality begins to decline.** *Indicators of failure* are defined as those school-level data points that reflect a negative impact on students directly, or which would be unto themselves reasons to categorize a school

[1] CREDO, 2017

[2] CREDO, 2017

[3] This brief is the first in a series identifying indicators that verge away from the level of high quality defined by the U.S. Department of Education under the Every Student Succeeds Act (ESSA). Throughout this brief and series, we refer to schools as *high quality and high performing*. These terms could mean different things in different contexts. States may define quality slightly differently.

as failing under state policy. Table 1 details the indicators of distress identified in our research as well as indicators of failure.

Table 1. Indicators of Distress and Failure in Charter Schools

Indicators of Distress[4]	Indicators of Failure[5]
Leadership • Mismatched leadership competencies to context • Inability to sustain leadership • Lack of systemic leadership development • Lack of leadership Governing Board • Inability to convene the board • Board's deteriorating relationship with authorizers • Board's inability to hold school leaders accountable • Inadequate board capacity to govern Operations • Breakdown in compliance and reporting functions • Failure to align to market needs Finance • Failure to properly manage finances • Misappropriation of funds Talent • Hiring challenges • Increased /midyear teacher turnover • Loss of specialty staff • Decrease in teacher capacity Culture • Poor student/family connection • Inhospitable professional culture Instruction • Lack of focus on instruction • Lack of cohesion or alignment in curriculum	• Decline in student achievement • Decline in student progress • Decline in student growth • Decline in graduation rates • Decline in student safety • Decline in financial viability

We found that **authorizers tend to focus on indicators of distress related to leadership, board governance, operations, and finances** when determining whether a school is struggling. These categories of indicators of distress are nearer to the vantage points of authorizers, who frequently interact with individuals in board or school leadership positions and collect formal data related to a school's operational and financial practices. However, they are largely indirect influences on student outcomes and in many cases are difficult to measure.

METHODOLOGY

We identified nine authorizers from across policy contexts and from a variety of authorizing entities to participate in data collection. A minimum of one person from each authorizer was interviewed for a total of 20 individuals, and documents related to school performance monitoring were collected. Data were analyzed using a coding scheme derived from the literature on core charter school functions, schools in distress, and school improvement. Additional information on this report's methodology and on early warning systems as a framework can be found in Appendix A.

[4] The leading indicators, or indicators of distress, are derived from an extensive literature review and from authorizers' perspectives and experiences.

[5] The lagging indicators of charter school failure are derived from a literature review and from a review of state accountability frameworks.

Authorizers also identified other indicators of distress related to a school's talent systems, culture, and instruction, but on a less-frequent basis. Talent, culture and instruction are more directly related to the indicators of failure, so they are no less important to a school's health; however, they were less relevant to the role or scope of oversight of many authorizers. In other words, when authorizers are asked to reflect on indicators of a school in distress, categories closer to a school's educational operation were less likely to emerge.

This report begins with analysis of the indicators of distress in charter schools. The subsequent section elaborates on how authorizers can reflect on the use of an early warning system of school distress in their own contexts. This section includes discussion of two key findings relevant to authorizers' evolving role in identifying and supporting schools in distress:

1. The context and role of authorizing is evolving as the field matures, particularly as it relates to school improvement. Authorizers are grappling with the implications of school improvement needs on their work in supporting school autonomy and accountability.
2. Authorizers tend to focus on indicators at the upper layer or "stratosphere" of a school's functions. Authorizers identify indicators of distress related to school leadership, school governing boards, operational, and financial elements, which may reflect additional areas of concern lying below the vantage point of authorizers in the areas of talent, culture, and instruction.

EARLY WARNING SYSTEMS

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. We propose that an early warning system methodology can be applied to school-level indicators to identify schools in distress before the negative impacts on students are too severe to reverse.

This report is only the first step towards creating an early warning system for schools in distress. Future publications may support authorizers, networks, and schools in using the broader literature and research on indicators of distress to build out an early warning system tailored for each context. In some cases, this may mean using existing data in a different way. In other cases, it may require a system to think about collecting different types of data.

CONTEXT IS EVERYTHING

Not every charter context is the same. Not all authorizers have the capacity or policy directives to collect and examine all potential indicators of distress, and authorizers must tailor their actions to reflect their role and function as articulated by their state's legislation. Additionally, not all indicators will show up in each struggling school. **Early warning systems are great tools that work best when locally validated**. This means that a historical reflection on the characteristics of struggling schools needs to be done in each context to ensure the data being identified are the data most likely to predict further struggling schools.

Said another way, the indicators identified in this brief should be the *start* to the conversation about what schools struggling in your jurisdiction look like, rather than the conclusion of the conversation. An even more meaningful, reflective conversation would include stakeholders from varying levels of the charter sector working together to identify indicators.

Indicators of Distress in Charter Schools

The indicators of distress identified by authorizers across our sample (see Table 1) coalesced around what we call leadership, board governance, operational functions, and financial functions. This upper stratosphere of indicators may be further removed from student outcomes, but is deeply intertwined with indicators pertaining to the functions of a school that may lie just below an authorizer's purview, including talent management, instruction, and school culture. The next sections will detail the scope of indicators of distress identified by authorizers across our sample, categorized using an evidence-backed framework on the core elements of a charter school system.[6]

Leadership

Of all in-school factors, school leadership is second only to teachers in demonstrating effects on student achievement.[7] Not surprisingly given the demands and complexity of the charter school leader role, authorizers almost universally named school leaders as the foundation of a school's health.

Mismatched leadership competencies to context. Schools may be in distress when authorizers observe that the school leader is not the right fit for the school or position. For example, the leadership position is somewhat dependent on the school's position in the charter school life cycle. A founding principal may not necessarily be capable of transitioning from an entrepreneurial focus on start-up and design to the focus on instructional leadership necessary for a school to sustain high performance. For schools in distress, an otherwise qualified school leader may not have the specific skills necessary to pull the school out of decline.

LEADERSHIP INDICATORS

1. Mismatched leadership competencies to context
2. Inability to sustain leadership
3. Lack of systemic leadership development
4. Lack of leadership

Inability to sustain leadership. Leadership turnover was one of the most prevalent indicators of a school experiencing distress, especially if leadership turnover occurs frequently or in the middle of a school year. Frequent leadership turnover was one of the earliest signs of distress and appeared to inhibit the schools' capacity to sustain improvement or to create a system or culture for retaining teachers.

Lack of systemic leadership development. A lack of succession planning to carry on the operations of a school after a founding principal leaves can indicate cause for concern. Authorizers described looking to see how a school leader "shared the governance burden" including how leaders ensured other staff members understood the school's long-term plan, data, and assessments. "Founder's syndrome," as described by authorizers, may not be visible for many years after a school's opening if the same leader

[6] In 2017, the federally funded Center on School Turnaround at WestEd developed Four Domains for Rapid School Improvement: A Systems Framework. For schools currently failing, the framework identifies four areas of focus that research and experience point to as central to rapid and significant improvement to pull a school out of failure: *turnaround leadership, talent development, instructional transformation, and culture shift.* In 2020, the seminal framework was adapted to the charter context, recognizing the operational and financial consequences unique to charter schools looking to improve. It is no surprise, then, that these same focal areas: *leadership, talent, instruction, culture, operations, and finance* emerged from the literature as also being where schools show signs of distress.

[7] Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004

remains. Until he or she departs, the absence of distributed leadership (such as collaboration between administrators and leadership teams and distribution of decision-making power) and succession plans may be the only indicator of impending distress. One authorizer described their charter sector experiencing a "generational shift" as the first founding wave of "mom and pop" and independent school leaders began to retire without succession plans in place.

Lack of leadership. Schools in distress may exhibit a lack of leadership, and the school runs as if no one is in charge. The leader is often away from the building and when present, is "absent" from major activities and decisions. This lack of leadership may exhibit as a loss of focus on the mission and vision of the school or on clear academic priorities, resulting in ineffective staff development or ineffective targeted support for struggling students. Teachers and other school staff can play critical roles in the effective leadership of a school site; however, distributed leadership does not compensate for a lack of principal leadership.[8] For example, one authorizer reflected that an early sign of distress in one school was when the school leader had to go to other staff members for information.

Governing Board

Well-functioning governing boards focus on the overall health of the school, establish financial and performance goals in alignment of the school's strategic plan, and ensure current practice is meeting established goals. At a minimum, strong governing boards have a check-in on school performance quarterly or incorporate an update into each month's meeting for consistency.[9]

GOVERNING BOARD INDICATORS

1. Inability to convene the governing board
2. Governing board's deteriorating relationship with authorizers
3. Governing board's inability to hold school leaders accountable
4. Inadequate governing board capacity to govern

Schools in distress may exhibit governing boards in distress, as weak charter school governing boards have been found to contribute to charter school dysfunction.[10] One authorizer articulated a belief that the governing board would nearly always be related to a school's success or or failure, stating, "All the schools [that have failed] – whether it's strictly academic or financial – it's really the board." The strength or weakness of a governing board to either avoid or address indicators of distress were frequently the defining factor in a school's failure or turnaround. One authorizer noted that "even though we have way more interaction with the school leaders, at the end of the day the charter agreement is with the governing board, so anytime we are having...formal communication (with school leaders) we are looping in the governing board chair, because ultimately it lies with them."

Inability to convene the governing board. Governing board engagement was a key authorizer concern, such as governing boards' failing to achieve a quorum regularly, experiencing frequent turnovers and not being able to fill seats, or failing to meet regularly. Governing boards may experience high turnover, resulting in institutional memory loss and difficulty in creating and sustaining long-term plans.[11] Governing boards that do not meet often, or have members repeatedly absent from meetings,

[8] Hallinger & Heck, 2010; Spillane, Halverson, & Diamond, 2001
[9] Charter Board Partners, 2018
[10] Hill & Lake, 2006
[11] Horn & Miron, 2000

lose both the opportunity to review how the school is doing and make a plan to hear input and expertise from members.[12] These indicators were early signs of "disconnect between the board and the school." Compliance issues related to board membership and attendance raised early red flags for authorizers in some cases.

Governing board's deteriorating relationship with authorizers. Weakened relationships between the authorizer and a school's governing board, when previously characterized by a positive, problem-solving focus and open communication during good times, can signal a school in distress. Authorizers identified a decrease in communication as an indicator of distress. One authorizer described scenarios in which the governing board chair would begin avoiding calls from the authorizer, either completely shutting down communication or funneling all communication through a school leader.

EQUITY REFLECTION: CAPACITY VERSUS ACCESS

Individual and organizational capacity in schools are important influences on the quality of education students receive. An individual teacher's content expertise, a principal's instructional leadership skills, or a school's organizational adaptability are all important factors in school success. However, we caution authorizers to think critically about how they assess any individual or organization's **capacity** versus **access**. Not all individuals and not all schools have equitable access to resources, funding, and networks. *As you consider these indicators, reflect on how your assessment of an individual or a school is influenced by potential inequities in resource access in your ecosystem.*

Governing board's inability to hold school leaders accountable. Governing boards must balance individual relationships with school leaders to maintain open, supportive communication with the necessary professional distance to allow for accountability. Governing boards of schools in distress with founding leaders still at the helm may have an increased difficulty changing course, as founding leaders tend not to "divest... their influential powers and privileges" (Block & Rosenberg, 2002, p. 354). Governing boards with acting founder-leaders have "difficulty not only to say no to any plan of the founder, but even to subject it to rigorous scrutiny" (Carver, 1992, p. 14). Authorizers described instances when "some boards are completely in the pocket of the school leader," such as when the founding governing board and principal all emerged from a shared social network. At times these relationships inhibited the governing boards from conducting proper oversight when a school began exhibiting indicators of distress – one authorizer described a governing board that "chose the leader over the school" resulting in letting the school close rather than replace the school leader.

Inadequate board capacity to govern. Governing boards can struggle when they either do not have the correct capacity among members, or fail to deploy it appropriately. When it comes to making real change, evidence indicates that a "board's stance on school... reform is an important constraint or enabler of...action" (Mclaughlin & Talbert, 2003, p. 24). Governing board capacity and competencies are needed on the board in areas such as finance, real estate, pedagogy, human resources, community relations and stakeholder engagement. Well-functioning governing boards not only establish plans for the future, such as setting long-range financial and performance goals in alignment of the school's strategic plan, but ensure current practice is meeting established goals as well. Boards often establish and monitor school operational, financial, and academic performance goals and hold school leadership accountable to these goals.

Governing boards must strike a delicate balance between autonomy and accountability, providing necessary oversight and governance without overstepping into the direct management of a school.

[12] Block & Rosenberg, 2002

Governing boards act to both monitor and support the school leader without micromanaging the school. Multiple authorizers described boards that struggled with that balance, either erring on the side of autonomy and not interfering even when a school was in need of support, or trying to manage a school directly instead of setting up the appropriate school leadership structures. Inadequate governing boards may also be in denial that the school is struggling. As one authorizer said, "the board wasn't really willing to look itself in the mirror." One authorizer recalled a school where the governing board had a deep psychological commitment to the school yet required external expert intervention to grapple with the "cold reality" of financial shortfalls before they could admit that the school had issues to resolve.

Operational Capacity

While a strong educational plan and team is imperative for a successful school, the operational processes and structures are integral in ensuring the educational plan is implemented. These structures – staffing, budget, schedule, vendors, and data decisions – are most efficient and effective when their support functions are aligned, working coherently with school and student needs.[13] Authorizers echoed this point, observing that operational issues reflected on a school's capacity to perform other functions, such as those related to academics. As one authorizer described it, "If you have (poor) operations, nothing else will follow."

OPERATIONAL INDICATORS

1. Breakdown in compliance and reporting functions
2. Failure to be responsive to market needs

Breakdown in compliance and reporting functions. A lack of understanding about compliance is often the first indication that a school lacks appropriate organizational structures.[14] Compliance breakdowns as potential indicators of distress include failure to conduct safety requirements such as background checks or fingerprinting, failure to comply with legal requirements such as registering board members appropriately and adapting to new state policy and legal requirements, or failure to adhere to reporting requirements or timelines. While these indicators may only be indirectly related to student achievement outcomes, authorizers described barriers to compliance as raising serious questions about a school's capacity to safely and effectively provide students with a high-quality education. As one authorizer described it, "We're finding when they're missing those simple operational things, there are usually grander operational issues that are in existence."

Failure to be responsive to market needs. Authorizers frequently named a school's disconnect from the needs of its community as a sign of distress, which most frequently became evident when enrollment declined. Declining enrollment at times reflected overall trends in population shifts, changing communities, or of a charter school's failure to adapt to changes within the community or maintain positive community relations. A school's capacity to predict enrollment, including the nature of student need, provided authorizers with insight into the school's capacity for planning. One authorizer described tracking reported projected enrollment against actual enrollment as a potential predictor of financial concerns. Other authorizers similarly described a school overestimating their enrollment as an indicator of future challenges. Authorizers also noted that declining enrollment can be the first quantitative indicator of other factors such as poor school culture or weak leadership that are more difficult to detect in normal reporting functions. Declining enrollment and financial challenges were indicators that often

[13] Ouchi, 2009; Zavadsky, 2016
[14] Ameel, 2016

appeared alongside each other as a school experienced decline. Another authorizer put it more succinctly: "Enrollment numbers generate dollars. If you don't have the dollars, you don't have a school. It doesn't matter how much you love kids if you don't have the dollars."

Financial Management

FINANCIAL INDICATORS

1. Failure to properly manage finances
2. Misappropriation of funds

As part of the public school system, charter schools receive public funding based on student enrollment, which, in most cases, comes from a combination of local and state funds. Per-pupil funding formulas and state and local funding amounts vary by state. Besides poor instructional practices, inadequate resources and financial management processes are the most common reasons charter schools fail.[15]

In contrast, sufficient budgetary planning, stable enrollment, and facilities are the three largest causes of financial stability of charter schools.[16] Effective financial management requires schools to budget, manage monthly income and expenditures, plan and execute funding and enrollment strategies and targets, and manage grants as required.

Failure to properly manage finances. Indicators of distress related to finances can include a school operating over budget, missing payments to vendors, maintaining low cash on hand, receiving audit findings, or lacking funding to provide sufficient staffing and facilities upkeep.[17] One authorizer described a specific charter school that quickly exhibited facility-related challenges as the first indicator of distress and noted that failure to secure an appropriate building early in the process could have inhibited other important processes, like teacher hiring. A school experiencing financial struggles, such as failing to keep a certain number of days' operating expenses in cash, might point to a school leader who was not providing oversight for finances. One authorizer noted that when a school leader is "not marshaling resources correctly, [it] means that you're getting close to kind of circling the drain."

Misappropriation of funds. Frequently, the first sign of distress cited by authorizers was the authorizer learning of resource mismanagement by "bad actors" holding leadership positions. One authorizer noted that a series of short-term cash flow problems was the first sign of distress in a school that ultimately fell under criminal investigation. These challenges often became known to the authorizer through background reviews early in the charter school's application process or through reports from other in-school stakeholders alerting the authorizer to potential mismanagement.

THE DEATH SPIRAL: HIGH WINDS OR HURRICANE?

Authorizers need to carefully weigh whether indicators of distress are identifying schools experiencing temporary challenges or setbacks versus patterns of indicators that could mean a school is in distress. When a school was flagged as challenged or struggling by an authorizer, it was frequently described as a series of related indicators of distress, with leadership, governance, operations, and finance signaling deeper issues throughout the school. As one authorizer described the experience:

"It's kind of like a death spiral frankly. You got a struggling academic program, you lose kids, you've got less resources, you aren't able to attract teachers ...now we've got the teacher shortage over the last five years... And so all of those things go together ... it usually isn't a single reason for declined performance. It's typically a combination of factors that come to play."

[15] CER, 2011; David & Helsa, 2018
[16] Ameel, 2016
[17] Hayes & Keller, 2009

Talent, Culture, & Instruction: Indicators Within the Lower Stratosphere

Indicators of distress identified in the following sections are closer to a school's core work of teaching and learning, but further from the authorizer's actions and jurisdiction. This does not mean these indicators are any less important in identifying schools in distress, but rather that they frequently fell just outside an authorizer's purview and role. In fact, we heard from many authorizers that indicators of distress in leadership, governance, finance, or operations were frequently tied to concerns related to talent, culture, and instruction but yet these latter categories of concerns fell outside of the authorizer's most frequent means of data collection, and more importantly, jurisdiction of roles. This differentiation underscores the importance of viewing school distress as a systemic state that is the responsibility of multiple stakeholders. While authorizers may see the indicators at the upper stratosphere of school functions, more may lurk beneath. This observation is explored in more depth in the Discussion section, but additional research is necessary to learn how observers closer to these components describe schools in distress.

Talent

Strategic talent development requires that charter school leaders understand the short- and long-term talent needs, and recruit, select, support, promote, and retain accordingly. An effective talent system will identify teachers who are excelling, plateauing, or struggling, provide the top performers with opportunities to influence their peers and reach more students, and give teachers the ability to advance while remaining in the classroom. Authorizers' perspectives on talent reflected their understanding of the importance of strong teachers, and especially on the important role that teacher retention and development play in student achievement and school success. However, authorizers often had less direct interaction with a school's instructional staff than with school leadership or a school's board. In addition, authorizers interpret their authority over issues related to talent to be minimal, as their interest is in preserving school-level autonomy over hiring.

- **Hiring challenges.** Schools in distress may exhibit ineffective human resources practices, such as limited or late recruitment, limited or no screening of applicants, and "hasty" hiring. Indicators of distress might include failure to hire a full teaching staff before the start of the school year. One authorizer noted a red flag if a school "couldn't afford to put teachers in the classroom" which points to additional financial concerns.
- **High teacher turnover.** Multiple authorizers described high teacher turnover as an indicator of a school in distress, potentially tied to school leadership and to the school's overall culture. Teacher turnover can be a crucial impediment to a school attempting to make improvements or escape from the death spiral.
- **Loss of specialized staff.** Multiple authorizers described high turnover in special education teachers as a red flag. One authorizer noted that licensed special education teachers are difficult to replace, especially midyear.
- **Decreasing teacher capacity.** Schools in distress, especially schools experiencing declining student enrollment and therefore less funding, may curtail the hiring of qualified personnel and instead rely on new teachers, or untrained paraprofessionals or "volunteers."[18] For multiple authorizers, a general sense of teacher capacity and the quality of instruction and classroom management was identified as an indicator of distress during school visits.

[18] Fryer, 2012

Culture

High performing schools establish trust, overcome language and cultural barriers, increase the quality and quantity of school-family interactions, and equip families with strategies they can use to support student learning at home.[19] Family engagement is important, particularly in charter schools, as schools often need to actively recruit families by understanding and meeting their needs.

Digging into staff culture, beyond basic data on teacher retention, was often seen as outside the scope of authorizers' work. Authorizers had minimal consensus around what constituted a culture-related indicator of distress and rarely pointed to indicators of distress related to culture, beyond high-level indicators such as enrollment or absenteeism. Only one authorizer mentioned analyzing school discipline trends by student subgroup. Assessing and intervening in school culture was beyond the authorizers' interpretations of their roles. The indicators referenced by multiple authorizers and backed by research are below.

- **Poor student and family connection to school.** Multiple authorizers described student re-enrollment, absenteeism, and attendance as the most accessible indicators of school culture and of students and families' connection to the school. One authorizer called these data "the low hanging fruit."
- **Inhospitable professional culture.** Some authorizers described receiving direct complaints about poor culture or staff harassment, which would trigger further investigations – although not all authorizers had formal authority to act on these complaints.

EQUITY REFLECTION: AN ABSENT INDICATOR?

The capacity of charter schools to provide high-quality education to students from historically disadvantaged and underserved communities is a key interest to all stakeholders. It is notable that throughout data collection, a school's capacity to serve at-risk students, or students from historically disadvantaged and underserved communities was absent. While many charter schools certainly aim to close the opportunity gaps that exist among subgroups, there is little evidence that authorizers consider failure to do so as an indicator of distress. *As you consider these indicators, reflect on how your assessment is holding schools accountable for serving* ***all*** *students.*

Instruction

Research has vastly improved our understanding of what high-quality effective instruction looks like; however, the translation of this research into practical implementation varies greatly. Teachers need the capacity and support to be able to identify student learning needs and base their instruction around them,[20] identify and build effective scaffolding into their instruction to support students based on their needs,[21] and understand

[19] Paredes, 2011

[20] Anderson et al., 2010; Lachat & Smith, 2005

[21] Hamilton et al., 2009; Lachat & Smith, 2005; Love et al., 2008

how to use student assessment results to adapt their instructional plans as needed.[22] Effective data use also allows schools and authorizers to track issues of student equity and drive professional learning initiatives for teachers.[23] Schools in distress may lack the alignment and coherence among the curriculum, instruction, and assessment as well as teacher capacity to analyze student assessment data to pick up on clues of this misalignment.[24]

Whether or not it is the purview of authorizers to evaluate a school's instruction beyond their student assessment outcomes is an open question. Authorizers only occasionally named instruction and curricular elements as indicators of distress in charter schools, potentially due to the level of involvement required to identify these issues within schools.

- **Poor or declining assessment outcomes**. Most authorizers named state-reported assessment data as the nearest indicator of instructional quality that could signal a school in distress.
- **Lack of focus on instruction**. One authorizer reflected that they should have recognized a red flag in one school that focused all improvement efforts on structural issues instead of questions of instruction and how to ensure their model was reaching all students.
- **Lack of cohesion or alignment in curriculum**. Some authorizers reviewed schools' curricula against state standards, or against a school's overall mission and instructional design to assess the alignment among these pieces.

[22] Hamilton et al., 2009; Love et al., 2008
[23] Shannon & Bylsma, 2007
[24] Duke, 2008, pg. 669

Discussion of the Authorizer's Role: Starting the Conversation about Struggling Schools in Your Context

This report should **not** be interpreted as a call for universal increase in data collection by authorizers. The process of identifying schools in distress does not require vast reams of data or an increase in demands on schools to spend staff time creating reports for authorizers. For many authorizers, employing an early warning system based on indicators of distress **simply means looking at existing data differently**. The authorizers interviewed did not require costly data systems to identify nuanced patterns. Instead, they relied on data already being collected and professional judgment honed by decades of collective experience. **Creating an early warning system for schools in distress provides a structure for authorizers and other stakeholders in the ecosystem reviewing data, likely data they are already collecting, in a longitudinal fashion with an eye toward decline.**

However, collecting and reviewing data is just the first step. To act on the findings, authorizers must have the capacity and relationships to work with schools or other stakeholders in their network to identify the indicators of distress and, depending on the nature of their role, support schools in diagnosing core challenges and identifying evidence-backed interventions. In this section, we discuss several implications authorizers considered when identifying schools in distress and the actions to take once they've been identified. We focus on how authorizers can reflect on their role in supporting schools in distress while maintaining school-level autonomy.

Each of the remaining sections of this report include reflection questions to help authorizers, and other charter school supporters, consider their own contexts and capacities related to charter schools in distress and our collective responsibility to supporting all students in receiving a high-quality education. Appendix C provides the list of questions posed.

The context and role of authorizing is evolving as the field matures, particularly as they relate to school improvement.

The context of authorizing has continued to evolve as the field matures, particularly as it relates to school improvement. The overall context of charter school authorizing, including supports available for school improvement and the nature of school closure in relation to politics and public opinion, has changed since the early days of charter school legislation. Experienced authorizers noted that the modern charter sector has deepened its understanding of school needs – in other words, professionals working within and near schools know more about how to improve a struggling school than we did 10 or 20 years ago. In regard to struggling schools that ultimately require closure, some authorizers pointed out that market forces alone have not fully eliminated low-quality schools from the ecosystem. As one authorizer described it:

> "In 2010, the whole national landscape around authorizing was very different than it is today. At that time, we were dealing with the consequences of letting 1,000 flowers bloom... opening charters just for the sake of innovation with very little accountability...They just felt like market-driven approaches would change things and that's not always the case."

The charter sector in 2020 faces slower growth in new school openings, which further complicates the role of authorizers as it relates to low-performing schools.[25] Authorizers are once again revisiting their frameworks and strategies to ensure a balance of autonomy and accountability in their practice of ensuring a high-quality charter sector. Whereas 10 years ago authorizers struggled with how to create formal performance frameworks for accountability, today many authorizers have moved on to how to engage in school improvement, what strategies to employ, and how to operationalize them into practice:

> "I think it's a maturity aspect for the authorizing [sector]...to think about what does intervention look like and how do you operationalize it. I think authorizers are really struggling with putting someone on probation, having an action plan, revisiting that action plan. I think that's something we're still trying to figure out as a charter sector."

For readers interested in exploring this topic further, please see the Reflection Questions in Appendix C.

The Delicate Balance of Autonomy and Accountability in Authorizer Practices

During interviews, authorizers articulated explicit, thoughtful beliefs about their roles in supporting quality at the school level. The underlying tension of autonomy and accountability shape how different authorizers design and interpret their roles and responsibilities related to schools in need of improvement, as depicted in Figure 1 below. In addition to the policy and legislative environments unique to each state and locality, authorizers have varying abilities – dictated both by policy and philosophy – for the work of identifying and supporting schools in distress.

Figure 1. Authorizers' Balance of Accountability and Autonomy

[25] David & Hesla, 2018; Lake, 2017

For example, one authorizer described direct supports, such as governance board training, as categorically not the role of the authorizer:

> "Our value proposition is to make sure that our accountability is high enough that it requires boards to raise themselves to that level...We can connect them with people who can help them do that, and be a really good thought partner...but it's truly not our responsibility to require, or to hand walk boards through these different things...That wouldn't be right. Part of the bargain is they need to be autonomous and they need to be able to handle this stuff themselves."

On the other hand, authorizers also described designing and providing direct trainings to charter school leaders, which often focused on the authorizer-school relationship or specifics of regulations related to charter schools. One authorizer described recognizing this need: "Our office has really taken a turn toward being more proactive on educating our charters than we used to. That's a new piece for us...previously you got your charter, you opened, and good luck. Now we have a training that all charters attend after approval and prior to opening to alleviate that a bit." Universally, authorizers focused on helping schools locate other sources for support, including other schools, charter school support organizations, state education agency supports, or external trainings.

Even when authorizers provided direct supports to schools or reflected on providing any sort of guidance, these interactions were almost always couched as suggestions versus mandates and focusing heavily on the metrics the school would be expected to uphold rather than the specifics of how they achieved them. One authorizer described this careful balance: "We can throw out suggestions, but then it's up to them to listen to us. [We'll say] 'Okay, here's my measurement. Down the road, I'm going to have my team measure you and see if [the changes implemented made a difference]."

Authorizers interpret their role of ensuring schools are of high quality as a crucial element of ensuring autonomy within the charter space. As one authorizer described their role, "We believe that we can help and support in a lot higher level than just the compliance piece. We don't own and operate the school, so there's a fine line there. But ultimately, we want to have quality education, so we look for ways to help support to ensure that's happening in our schools." Similarly, other authorizers described the value-add of an authorizer as providing a mechanism to guide an operator to "exit the space" if their application or performance demonstrated that the school was not providing a high-quality option for the students in that community.

When working with schools in distress, one authorizer described their challenge to "balance trust and accountability...**If you're an authorizer that doesn't have a trusting relationship with a school, you're probably not going to be able to get that school leader out of crisis mode**." The same authorizer noted that "difficult conversations" were often a component of that trusting relationship. In other words, these authorizers interpreted the trusting relationships they developed with schools' boards and leaders as key to their understanding what schools were in distress and how to support the professionals in those schools to their work to serve students.

Authorizers consider their own value to be far beyond compliance or oversight; however, they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions

for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. **As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.** For readers interested in exploring this topic further, please see the Reflection Questions in Appendix C.

Authorizers tend to focus on indicators at the upper layer of the stratosphere of a school's functions.

Authorizers identified indicators of distress related to school leadership, school governing boards, and operational/financial management elements. These indicators are certainly crucial ones related to charter schools' failure or likelihood of improvement. However, they also tend to be less directly related to student outcomes than other indicators. For example, the quality of the school leader is only indirectly related to student achievement outcomes, whereas the quality of a specific teacher would be expected to correlate to student achievement more directly.

The reason for this focus at what we call "the upper stratosphere" of school functions is likely related to authorizers' vantage point and area by which an authorizer can influence decisions based on the agreement and balance of autonomy for accountability. Authorizers described the systemic nature of school distress that often lurked just below the surface of individual indicators. For example, many authorizers described developing deep understandings of governing board capacities and functions since this is the entity the authorizer interacts most with, issues the charter to, and in some cases has an articulated authority or inclination to provide supports in this area.

As another example, multiple authorizers described frequently identifying enrollment declines as an indicator of distress. Declining enrollment on its own would be an important data point, but declining enrollment could also be related to poor relationships with families, decreased quality of instruction, or eroding school culture. Simultaneously, that change in enrollment could lead to financial struggles as overall per pupil funding declined in proportion.

The Critical Importance of the Authorizer-School Leader Relationship

While the existence of indicators of distress at the governing board and leadership level may signal additional indicators below the stratosphere, authorizers universally pointed to the capacity, or lack thereof of board and school leadership's ability to hear and act on difficult information as the deciding factor in a school's trajectory to continued failure or reversal. Authorizers painted the picture of schools in distress as engulfed in what they dubbed the "death spiral" wherein leaders exhibit a downward "spinning" trajectory of distrust, lack of openness, and proactive actions.

The Death Spiral is a strong force that clouds individual professionals' decision-making and ability to look beyond immediate crises to the long-term effects.

Figure 2. Indicators of Distress and the Death Spiral

Authorizers noted that school leaders' behaviors often changed noticeably when a school began experiencing distress, signaling they had entered "the death spiral." One authorizer described school leaders becoming visibly "hostile" when confronted with objective data, as though "they don't want to hear the facts or see the facts." The same authorizer noted that once a school was in the death spiral the leader would regress into "a crisis mentality, and it is catastrophic...they're not helping themselves. It would be really valuable for them to just take a pause, take a deep breath, and try to solve problems. But they get into this chaos crisis mode and they can never get out of it...they compound the problem."

Another authorizer named the concerning behavior as "cagey...if I am getting spin and not straight talk. You're in survival mode. You're trying to protect what you have and that becomes your orientation. It becomes less student-centric and more about are we preserving the institution." As one authorizer noted, "if you're not being clear with me about those problems then I know things are not going well."

For readers interested in exploring this topic further, please see the Reflection Questions in Appendix C.

Conclusion

When schools begin to exhibit indicators of distress, an authorizer may be the first external stakeholder to encounter concerning data or behavior. Authorizers are frequently the first stakeholders beyond the school itself with the capacity to recommend, provide, or mandate (depending on a variety of factors) supports or corrective actions. Yet, authorizers must balance this unique opportunity and vantage point with the structural imperative of maintaining school-level autonomy, even as the need for school improvement in some contexts becomes increasingly central to conversations of policy and practice.

For Further Reading

For Part 2 of the Indicators of Distress series, the NCSRC will release a toolkit including more detailed descriptions of indicators of distress, including specific data points relevant to each category of indicator and examples of data collection instruments and reflection tools used by authorizers around the country. This toolkit will also include action steps for authorizers interested in building out an early warning system for schools in distress within their portfolios. Additional research is planned to further explore indicators of distress and build out a complete depiction of charter schools in distress, in order to better support all actors in the charter school system in identifying and supporting these schools and the students they serve.

Appendix A: Methodology

This report was prompted by a need to better understand authorizers' experiences with schools in distress, and by an intention to improve knowledge of the supports provided to or available for struggling charter schools. A brief review of literature and of the needs analysis conducted of Charter School Programs (CSP) grantees in Fall 2019 revealed a gap in research on high-quality authorizing practices and on charter schools in distress. This research did not intend to identify best practices or successful strategies, but rather focused on providing a description of authorizers' observations, grounded in a rich analysis of evidence and corresponding documentation of authorizer processes. Three research questions guided design, data collection, analysis, and the presentation of findings:

1. *What "indicators of distress" do authorizers observe in charter schools prior to designation as a "failing school"?*
2. *How do authorizers of varying capacities identify schools in distress?*
3. *How and under what circumstances do authorizers of varying capacities respond to schools in distress, either with internal processes or interventions to reverse declines?*

Theoretical Framework: Early Warning Systems

By combining the use of an early warning system for identifying at-risk scenarios before a crisis, and the systemic nature of distress characterized by "the death spiral" of organizational failure, we constructed a framework that considers an early warning system approach to identify charter schools in distress prior to their entering the death spiral of school failure.

An early warning system begins by identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions. We apply a methodology parallel to an early warning system to identify at-risk schools by collecting data on authorizers' observations of schools in distress and identifying characteristics they observed in schools that eventually closed, with the intention that the resulting findings could inform later empirical testing of these indicators within a local context. Using an early warning system can allow authorizers and other stakeholders to identify schools before they enter a stage of distress or failure that is too deep, systemic, or extensive to recover.

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. The most common use of an early warning system in education is to prevent students from dropping out of high school, by identifying students as early as possible who may be at risk of doing so.[26] These systems are based on broad empirical data, but validated within each local context to determine exactly which indicators of distress can be collected and analyzed to identify students who are not being served well by the current system. Specific patterns of data such as attendance records, course completion, student mobility, and course grades might indicate a student in distress at a stage early enough for

[26] Allensworth & Easton, 2005; Allensworth & Easton, 2007; Balfanz, Herzog, & Mac Iver, 2007; Neild & Balfanz, 2006; Silver, Saunders, & Zarate, 2008

targeted interventions to have a positive impact.[27] Just as a student's decision to drop out of school is a gradual process that starts well before high school, schools that fail to meet their renewal targets also exhibit clear signs ("early warnings") in the years prior, that enable states, authorizers, charter support organizations, and governing board members to identify which schools are at greatest risk of not meeting renewal criteria. Using an early warning system for schools can also provide a roadmap about what schools need to improve their achievement.

Data Collection and Analysis

Data collection occurred from December 2019-February 2020. Interviews were the primary mode of data collection and were informed by an extensive document review that evolved to form an independent data set informing findings. Table 1 provides additional detail on the sample and data collection. Authorizers were chosen based on the state standing on authorizer practices from Center for Education Reform. The authorizers were sorted by various characteristics the researchers felt should be represented in the overall pool of authorizers to be included in the guide. These "pool" characteristics included:

- Types of authorizers, including local school boards, institutions of higher education, nonprofit organizations, state-level boards and agencies, and local government agencies
- Capacity of the authorizer, as defined by size of authorizers' portfolios, policy environment, length of history of authorizing work and number of staff dedicated to authorizing
- Diversity by authorizing approaches

This research began with a literature review examining the existing research about efficient and effective charter schools and authorizer practice, including theories and essays as well as reviews of empirical research and major research studies. This review identified indicators that the research suggests contribute most to effective charter schools, and when available, indicators of when a school began to decline or was declining, and showing signs of distress. This set of indicators were organized into a framework that served as the basis for the interviews and document review of authorizers practice. The data collection and analysis processes were framed by early warning system methodology.

For the review, a team of three researchers from NCSRC reviewed and analyzed evidence about authorizer practices from each participating authorizer. The review process consisted of two parts: a document review and an authorizer interview. Document review focused on publicly available authorizer documentation related to applications for operation, review, and expansion and replication reviews. The document review informed the analysis of indicators of distress collected by authorizers through formal review processes and provided foundational content to customize interview protocols. Interviews were conducted with volunteers from each authorizer, targeting leadership staff and staff involved with reviewing and supporting schools. Interviews were conducted individually when possible and with teams of staff when the authorizer preferred. All interviews were recorded, transcribed, and coded using a coding scheme derived from the literature review and document analysis. An iterative coding process evolved to incorporate additional themes that emerged from interview analysis. A description of the data collection by authorizer is in Table 2.

[27] Halverson, Prichett, & Watson, 2007; Herman & Gribbons, 2001; Huffman & Kalnin, 2003; Fiarman, 2007

Table 2: Data collection across authorizing agencies

Authorizer (State)	Participants interviewed	Document review: policies and procedures for monitoring and renewal	Document review: performance frameworks (Academic, Organizational, Financial)	Document review: examples of school annual reports and renewal reports	Document review: charter school intervention process
Arizona (AZ)	2	X	X		X
Ball State University (IN)	2	X	X		X
Central Michigan University (MI)	3	X		X	X
Daleville Community Schools (IN)	1	X	X		
Delaware Department of Education (DE)	2	X	X	X	
Indianapolis Mayor's Office (IN)	6	X	X	X	
Metro Nashville Public Schools (TN)	1	X	X		X
Shelby County Public Schools (TN)	1	X	X	X	
Tennessee State Board of Education	2	X	X		X

To facilitate robust data collection and to ensure participant protections, all interview participants were provided with the opportunity to make all or portions of their interview off the record or anonymous. Participants who are quoted or referenced in examples in this report were given the opportunity to review quotes and statements for accuracy. This report summarizes the aggregate results from the reviews and makes recommendations for authorizers, state education agencies, CSOs, schools boards, and schools to consider within their own contexts and objectives. The final report benefitted from the following review processes:

- Internal reviews by charter school experts including those with backgrounds as: charter school leaders, charter school data and reporting analysts, researchers
- External review by representatives from charter management organizations and authorizers
- External reviews by partner organizations
- Periodic reviews for the application of diversity equity and inclusion standards (see Appendix B)
- Review by representatives of the U.S. Department of Education Office of Charter School Programs

Appendix B: Diversity Equity and Inclusion Standards for Education

NCSRC employs a protocol for ensuring diversity, equity, and inclusion standards are considered within any major research effort.[28] While not all research will completely align with these standards, the standards provide a framework for review and articulate the goal for all publications. NCSRC strives to improve our capacity to incorporate these standards into research and practice and the authors welcome conversations and feedback.

The protocol requires review at the following stages of research:

- Literature review/background context
- Research questions
- Data collection and sampling
- Data analysis
- Sense-making
- Dissemination

The following standards are a selection of those that guide the review protocol:

- The extent to which the research incorporates the perspectives of diverse populations
- The extent to which the research incorporates the impact or potential impact of proposed interventions on diverse populations
- The incorporation of a plan for bias-awareness and bias-reduction
- The avoidance of a deficit model for describing inequities in educational outcomes
- The incorporation of culturally responsive policy, school operations, and instruction
- The usefulness of resulting publications for a variety of audiences

[28] These standards are informed largely by the University of Northern Colorado's College of Education and Behavioral Sciences Diversity and Equity Framework and the American Economic Association's Best Practices in Conducting Research tool.

Appendix C: Reflection Questions From This Report

Authorizers maintain some of the most important data records on individual schools and have capacities for identifying schools in distress well before closure. While charter school authorizers may not always have the capacity or authority to intervene in a struggling school, authorizers do identify as having an imperative to maintain high quality in schools within their portfolios to ensure all students have access to high quality options.

1. *As an authorizer, how are your authorizing practices continuing to evolve to determine if schools are struggling before students are negatively affected?*
2. *How can your authorizing capacity or resources be better aligned to identify and support schools in distress?*
3. *How can your authorizing process better ensure equity of outcomes of all students?*

Authorizers consider their own value to be far beyond compliance or oversight, however they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.

4. *Where does a school's autonomy end and an authorizer's responsibility for accountability begin? Does this balance change in underperforming schools?*
5. *Does your current relationship with schools support problem-solving collaboration? Are you able to have difficult and transparent conversations with school boards and leaders, for example around equitable outcomes or community responsiveness?*
6. *At what point and in what ways would you or could you provide support? How would you balance these supports with school-level autonomy?*

Authorizers collect extensive amounts of information about their schools' capacity, programming, functioning that can be used as a way to determine whether schools are struggling, but likely will not contain all the data needed.

7. *How can you develop and improve partnerships with other stakeholders in your ecosystem to gain a full perspective on the indicators of distress?*
8. *What other stakeholders in your ecosystem may benefit from having these indicators of distress?*
9. *What systems are currently in place that could be leveraged to identify and supports struggling schools before student are negatively impacted?*

10. *How do schools in your portfolio seek support if they are showing signs of distress? What supports do they have access to? Do all schools have access to the same supports? What needs are not being served by the current options for support?*

School leaders and boards who were able to reverse the death spiral were willing to hear where they were falling short and were also capable of acting on it. The conversations that we hope to prompt with this research will not be easy or finite. But only by having these ongoing critical conversations across the sector can we continue to improve outcomes for all students.

11. *How do you establish norms for relationship building with schools from the early stages and maintain an open line for suggesting and providing supports and resources?*
12. *How is the information collected, analyzed and shared with the school board and/or school itself?*

Last, how can you consider whether an early warning system would work in your context? To start, begin a conversation within your team and other stakeholders within your ecosystem about indicators of distress in your sector:

13. *Reflecting on a recent school(s) that was underperforming, or you've had to close, were there flags earlier that the school was struggling? What were they?*
14. *At what point do certain red flags or a combination of red flags signal it's time to take a more active role? What is your role at that point?*

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2018 EDITION

PRINCIPLES & STANDARDS

FOR QUALITY CHARTER SCHOOL AUTHORIZING

nacsa
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

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ABOUT NACSA

The National Association of Charter School Authorizers (NACSA) is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools. Our research, policy, and consultation work advances excellence and accountability in the charter school sector. With authorizers and other partners, we have built the gold standard for charter school authorizing. Through smart charter school growth, these authorizers will give hundreds of thousands of children a better chance each year.

NACSA first ratified *Principles & Standards for Quality Charter School Authorizing* on May 14, 2004.
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INTRODUCTION

Charter school authorizing is a powerful strategy for making excellent public schools and educational opportunities available to all students. Done well, charter authorizing increases student achievement by expanding the supply of quality public schools to satisfy unmet needs—particularly by providing life-changing opportunities for students ill-served by the existing school system.

Charter authorizing is complex work, requiring constant balancing of diverse and often competing interests. It is a public responsibility for authorizing institutions, as well as a highly developed profession for the individuals charged with this stewardship role. Quality authorizing requires specialized knowledge, skills, commitment, and adherence to essential professional standards in order to serve students and the public well, and achieve the purposes of state charter laws. Since 2004, the National Association of Charter School Authorizers (NACSA) has established and widely promoted such standards—the first *Principles & Standards for Quality Charter School Authorizing* and subsequent editions—to provide essential guidance to charter authorizing organizations and their leaders, as well as to policymakers who seek to support quality authorizing.

"CHARTER AUTHORIZING IS COMPLEX WORK, REQUIRING CONSTANT BALANCING OF DIVERSE AND OFTEN COMPETING INTERESTS."

Because charter authorizing is a continually developing profession, these professional standards must likewise continually evolve in conjunction with the growth and complexity of the ever-growing charter school sector. *Principles & Standards for Quality Charter School Authorizing* derives from NACSA's vast experience, research, and lessons learned from working with authorizers across the nation.[1] Accordingly, NACSA revisits and updates these Principles and Standards regularly to ensure that they address current authorizing challenges and reflect the latest lessons drawn from practice, research, and analysis.

WHO SHOULD USE THIS RESOURCE

These *Principles & Standards* are designed primarily for authorizing institutions, and as such, they provide practical guidance to help authorizer staff and authorizer board members carry out their work as a standards-based profession rather than simply a list of tasks. For policymakers, this publication should highlight the complexity and challenges of quality authorizing—and the need for state policy to contemplate and invest adequately in authorizing to achieve a quality charter school sector.

PURPOSES OF THESE PRINCIPLES AND STANDARDS

Principles & Standards for Quality Charter School Authorizing is intended to serve, above all, as a guide to formative development for charter authorizers at all stages and levels of experience. For new or less-experienced authorizers, these Principles and Standards offer an essential road map to guide planning and organizational development of strong practices, including the identification of areas where deeper guidance or additional assistance is needed. For experienced authorizers, this

publication is a resource for identifying areas for improvement or refinement to achieve ever-stronger outcomes, as demonstrated by the quality of the schools they oversee.

"THESE GOALS INCLUDE SAFE-GUARDING THE RIGHTS OF ALL STUDENTS TO ENJOY EQUAL ACCESS TO THE SCHOOLS OF THEIR CHOICE, TO RECEIVE APPROPRIATE SERVICES, AND TO BE TREATED FAIRLY."

(NACSA has a wide range of practical resources that offer more guidance and support in fulfilling these Principles and Standards. Most of these resources are available at www.qualitycharters.org. In addition, NACSA stands ready to provide further assistance to authorizers upon request.)

NACSA uses these Principles and Standards to guide its professional development of authorizers, authorizer evaluations, and research and policy agendas. NACSA recommends that these professional standards anchor state policies concerning charter authorizing, including adequate investment in authorizing as well as evaluations of authorizer quality. To that end, NACSA recommends that states endorse and apply professional standards for charter authorizing that meet or exceed these Principles and Standards. In recent years, a rapidly growing number of states have done exactly this, and NACSA advocates the adoption of similar policies in all charter school states. We hope NACSA's *Principles & Standards for Quality Charter School Authorizing* will continue to advance and elevate the profession, giving authorizers clear guidance to develop, strengthen, and refine their practices in pursuit of educational excellence for all students.

In addition to promoting academic success, these Principles and Standards are designed to promote additional goals that are also the responsibility of authorizers. These goals include safeguarding:

1. The rights of all students to enjoy equitable access to the schools of their choice, to receive appropriate services, and to be treated fairly;
2. The public interest in ensuring that publicly funded programs are accountable, transparent, well governed, efficient, and effectively administered; and
3. The autonomy of charter school operators, giving them the freedom to control core functions, which lies at the heart of the charter school concept.

The pursuit of these multiple, sometimes-competing goals will often require an authorizer's professional judgment and thoughtful balancing.

HOW THESE PRINCIPLES AND STANDARDS WERE DEVELOPED

NACSA's *Principles & Standards for Quality Charter School Authorizing* is based on an enormous body of work, research, and input over many years from authorizers and other experts in this unique field. In addition to NACSA's own considerable board, staff, and organizational experience in authorizing, these Principles and Standards are grounded in broad and deep experience collected over the years through:

- Multiple national advisory panels and focus groups bringing together experienced authorizers of all types, researchers, and other experts and leaders in the charter movement;
- Broad input from NACSA members and other education leaders; and
- NACSA's research practice, including in-depth authorizer evaluations, extensive interviews, document and policy analysis, and examination of reported practices and outcomes.

These inclusive processes have produced a rich base of knowledge built on deep experience, study, deliberation, and refinement that reflects collective insights on best practices among authorizers of all types and portfolio sizes across the country.

THE STRUCTURE AND CONTENT OF THIS PUBLICATION

These Principles and Standards begin with three clearly stated Core Principles, followed by more detailed Standards and accompanying practical guidance that authorizers often seek. Readers should note:

- The Core Principles are broad, bedrock values that authorizers should uphold consistently throughout their pursuit and implementation of the Standards.
- The Standards are presented in five sections, each of which is introduced by a brief statement that summarizes the scope of the Standards that follow.
- Most of the Standards are "essential standards," meaning that authorizers at every stage of development should place priority on following them. In addition, a small number of "advanced standards" are also fully recommended for all authorizers; but given the need to prioritize, these may be more practical for authorizers who are already implementing the essential standards.

Additional resources are available on NACSA's website: www.qualitycharters.org.

PRINCIPLES FOR QUALITY CHA

A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three responsibilities lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these Core Principles in all aspects of their work:

THREE CORE PRINCIPLES OF CHARTER AUTHORIZING:

1. MAINTAIN HIGH STANDARDS FOR SCHOOLS
2. UPHOLD SCHOOL AUTONOMY
3. PROTECT STUDENT AND PUBLIC INTERESTS

In short, authorizers should ensure quality oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

1. MAINTAIN HIGH STANDARDS

1. MAINTAIN HIGH STANDARDS

A Quality Authorizer...

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates quality charter schools that meet identified educational and community needs.

Oversees charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their charter contracts. (See Box 4)

Closes schools that fail to meet standards and targets set forth in law and by contract.

2. UPHOLD SCHOOL AUTONOMY

2. UPHOLD SCHOOL AUTONOMY

A Quality Authorizer...

Honors and preserves core autonomies crucial to school success including:

- Governing board independence from the authorizer;
- Personnel;
- School vision and culture;
- Instructional programming, design, and use of time; and
- Budgeting.

Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.

Minimizes administrative and compliance burdens on schools.

RTER SCHOOL AUTHORIZING

Focuses on holding schools accountable for outcomes rather than processes.

3. PROTECT STUDENT & PUBLIC INTERESTS

A Quality Authorizer...

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing:

- Nonselective, nondiscriminatory access to all eligible students;
- Fair treatment in admissions and disciplinary actions for all students; and
- Appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

- Sound governance, management, and stewardship of public funds; and
- Public information and operational transparency in accordance with law.

Ensures in its own work:

- Ethical conduct;
- Focus on the mission of chartering high-quality schools;
- Clarity, consistency, and public transparency in authorizing policies, practices, and decisions;
- Effective and efficient public stewardship; and
- Compliance with applicable laws and regulations

Supports parents and students in being well-informed about the quality of education provided by charter schools.

These Principles for Quality Charter School Authorizing constitute the foundation for the following Standards for Quality Charter School Authorizing that guide authorizers' practices day to day, from establishing a chartering office through all major stages of chartering responsibility. NACSA's Principles & Standards for Quality Charter School Authorizing provide essential guidance for the unique professional practice of authorizers and their daily balancing act of honoring the autonomy of charter schools while holding them accountable for high achievement, effective management, and serving all students well.

STANDARDS FOR QUALITY CHA

1. AGENCY COMMITMENT & CAPACITY

A quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs, clearly prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

PLANNING AND COMMITMENT TO EXCELLENCE

PLANNING AND COMMITMENT TO EXCELLENCE

A Quality Authorizer...

Supports and advances the purposes of charter school law.

Ensures that the authorizer's governing board, leadership, and staff understand and are committed to the three Core Principles of authorizing.

Defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.

Implements policies, processes, and practices that streamline and systematize its work toward stated goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for quality authorizing and recognized effective practices, and develops and implements timely plans for improvement when it falls short.

States a clear mission for quality authorizing.

ADVANCED STANDARDS

Ensures authorizing is visible, championed, and adequately resourced, rather than buried in bureaucracy, and the people responsible for day-to-day authorizing functions have influence over decision making.

Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals, and time frames for achievement.

Evaluates its work regularly against its goals and utilizes reflective practices to maintain an environment of ongoing and purposeful improvement.

Makes decisions that will result in stronger student outcomes, based on an accumulation of evidence, data, and expertise.

Provides an annual public report on the authorizer's progress and performance in meeting its strategic plan goals.

ARTER SCHOOL AUTHORIZING

HUMAN RESOURCES

FINANCIAL RESOURCES

HUMAN RESOURCES

A Quality Authorizer...

Enlists expertise and competent leadership for all areas essential to charter school oversight—including, but not limited to, education leadership; curriculum, instruction, and assessment; special education, English learners, and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management—through staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with national standards, and commensurate with the scale of the charter school portfolio.

Demonstrates an on-going commitment to developing and retaining staff members to achieve and maintain high standards of professional authorizing practice, enable continual agency improvement.

FINANCIAL RESOURCES

A Quality Authorizer...

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with national standards and commensurate with the scale of the charter school portfolio.

Structures its funding in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.[2]

Deploys funds effectively and efficiently with the public's interests in mind.

"A QUALITY AUTHORIZER ENGAGES IN CHARTERING AS A MEANS TO FOSTER EXCELLENT SCHOOLS THAT MEET IDENTIFIED NEEDS..."

Standards 11

2. APPLICATION PROCESS & DECISION MAKING

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.[3]

PROPOSAL INFORMATION, QUESTIONS, AND GUIDANCE

PROPOSAL INFORMATION, QUESTIONS, AND GUIDANCE

A Quality Authorizer...

Issues a charter application information packet or request for proposals (RFP) that:

- States any chartering priorities the authorizer may have established;
- Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and
- Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.

Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.

Encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Considers diverse educational philosophies, approaches, and school models.

Requires applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners.

FAIR, TRANSPARENT, QUALITY-FOCUSED PROCEDURES

ADVANCED STANDARDS

Broadly invites and solicits charter applications while publicizing the authorizer's strategic vision and chartering priorities, without restricting or refusing to review applications that propose to fulfill other goals.

FAIR, TRANSPARENT, QUALITY-FOCUSED PROCEDURES

A Quality Authorizer...

Implements a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines.

Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.[4]

Explains how each stage of the application process is conducted and evaluated.

Communicates chartering opportunities, processes, approval criteria, and decisions clearly to the public.

Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.

Utilizes a multi-stage process in which applicants are provided information at each stage and are permitted to respond to that information during the process.

Views denied charter applications as an opportunity to provide reasons for denial, so that applicants can decide if they wish to revise their plans based in part on that information and resubmit in the future.

RIGOROUS APPROVAL CRITERIA

A Quality Authorizer...

Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants who are existing school operators or replicators. (See Box 1)

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers. (See Box 2)

Establishes distinct requirements and criteria for applicants that propose to operate virtual or online charter schools.

RIGOROUS DECISION MAKING

A Quality Authorizer...

Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.

Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and unbiased treatment of all applicants.

Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.

Approves applications that comprise a detailed plan for school opening, operation, and fiscal stability, with little substantive work left for later development.

CONTRACT TERM, NEGOTIATION, AND EXECUTION

3. PERFORMANCE CONTRACTING

A quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

CONTRACT TERM, NEGOTIATION, AND EXECUTION

A Quality Authorizer...

Executes a contract with a legally incorporated governing board independent of the authorizer.
Grants charter contracts for an initial term of five operating years or longer only with periodic high-stakes reviews every five years.[5]

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the terms of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows—and requires contract amendments for—occasional material changes to a school's plans, but does not require amending the contract for non-material modifications.

RIGHTS AND RESPONSIBILITIES

RIGHTS AND RESPONSIBILITIES

A Quality Authorizer...

Executes charter contracts that clearly:

- State the rights and responsibilities of the school and the authorizer;
- State and respect the autonomies to which schools are entitled—based on statute, waiver, or authorizer policy—including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling;

- Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;
- State the statutory, regulatory, and procedural terms and conditions for the school's operation;
- State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;
- State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy approved by the authorizer; and
- State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.

PERFORMANCE STANDARDS

A Quality Authorizer...

Executes charter contracts that plainly:

- Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;
- Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to state and federal measures; (See Box 3)
- Include expectations for appropriate access, education, support services, and outcomes for students with disabilities;
- Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state;[6]
- Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and

- Include clear, measurable performance standards to judge the effectiveness of alternative schools and virtual schools, if applicable—requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.[7]

PROVISIONS FOR EDUCATION SERVICE OR MANAGEMENT CONTRACT (IF APPLICABLE)

PROVISIONS FOR EDUCATION SERVICE OR MANAGEMENT CONTRACT (IF APPLICABLE)

A Quality Authorizer...

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school's financial independence from the external provider. (See Box 4)

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, authorizer policy, and the public interest.

"A QUALITY AUTHORIZER DEFINES AND COMMUNICATES TO SCHOOLS THE PROCESS, METHODS, & TIMING OF GATHERING AND REPORTING SCHOOL PERFORMANCE AND COMPLIANCE DATA."

4. ONGOING OVERSIGHT AND EVALUATION

A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance.

PERFORMANCE EVALUATION AND COMPLIANCE MONITORING

A Quality Authorizer...

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.

Defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.

Provides clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership.

Requires and reviews annual financial audits of schools, conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

RESPECTING SCHOOL AUTONOMY

RESPECTING SCHOOL AUTONOMY

A Quality Authorizer...

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Refrains from directing or participating in educational decisions or choices that are appropriately within a school's purview under the charter law or contract.

PROTECTING STUDENT RIGHTS

PROTECTING STUDENT RIGHTS

A Quality Authorizer...

Ensures that schools admit students through a transparent, random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.

Ensures that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.[8]

Ensures that schools provide equitable access and inclusive services for all students, including but not limited to special populations of English learners, homeless students or those in foster care, and gifted students, as required by federal and state law.

Ensures that schools' student discipline policies and actions are legal, equitable, and fair, and that no student is suspended, expelled, or counseled out of a school outside of that process.

INTERVENTION

A Quality Authorizer...

Establishes and makes known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

Where intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

Applies professional discretion when intervention is needed and considers context and a range of effective solutions, rather than relying solely on tools or protocols to make decisions.

PUBLIC REPORTING

A Quality Authorizer...

Produces an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract.

"A QUALITY AUTHORIZER REFRAINS FROM DIRECTING OR PARTICIPATING IN EDUCATIONAL DECISIONS OR CHOICES THAT ARE... WITHIN A SCHOOL'S PURVIEW..."

Standards 19

5. REVOCATION AND RENEWAL DECISION MAKING

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.[9]

REVOCATION

REVOCATION

A Quality Authorizer...

Revokes a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.

RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

A Quality Authorizer...

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

"A QUALITY AUTHORIZER DOES NOT MAKE RENEWAL DECISIONS... ON THE BASIS OF POLITICAL OR COMMUNITY PRESSURE OR SOLELY ON PROMISES OF FUTURE IMPROVEMENT."

CUMULATIVE REPORT AND RENEWAL APPLICATION

A Quality Authorizer...

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

- Summarizes the school's performance record over the charter term; and
- States the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Requires any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

FAIR, TRANSPARENT PROCESS

A Quality Authorizer...

Clearly communicates to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

Regularly updates and publishes the process for renewal decision making, including guidance regarding required content and format for renewal applications.

CLOSURE

A Quality Authorizer...

In the event of a school closure, oversees and works with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.

KEY ELEMENTS FOR SPECIAL TOPICS

BOX 1

ELEMENTS FOR EXISTING SCHOOL OPERATORS OR REPLICATORS

Applicants who are existing school operators or replicators should be required to:

- Provide clear evidence of their capacity to operate new schools successfully while maintaining quality in existing schools;[10]
- Document their educational, organizational, and financial performance records based on all existing schools;
- Explain any never-opened, terminated, or non-renewed schools (including terminated or non-renewed third-party contracts to operate schools);
- Present their growth plan, business plan, and most recent financial audits; and
- Meet high standards of academic, organizational, and financial success to earn approval for replication.

BOX 2

ELEMENTS FOR APPLICANTS PROPOSING TO CONTRACT WITH EDUCATION SERVICE OR MANAGEMENT PROVIDERS

Applicants proposing to contract for education services or management should be required to provide:

- Evidence of the service provider's educational and management success;
- A draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and
- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

BOX 3

PERFORMANCE STANDARDS

Performance standards enable schools and authorizers to know the outcomes for which authorizers will hold schools accountable. They are the basis for school evaluation and should be incorporated in the charter contract, commonly as an attachment. Academic, financial, and organizational performance standards should include clearly defined and measurable indicators, measures, metrics, and targets that:

Academic Performance

- Set expectations for student academic achievement status or proficiency, including comparative proficiency;
- Set expectations for student academic growth, including adequacy of growth toward state standards;
- Incorporate state and federal accountability systems, including state grading and/or rating systems;
- Set expectations for postsecondary readiness, including graduation rates (for high schools); and
- Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer.[11]

Financial Performance

- Enable the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance, and
- Enable the authorizer to monitor and evaluate the school's long-term financial sustainability.

Organizational Performance

- Define the essential elements of the educational program for which the authorizer will hold the school accountable;
- Define financial management and oversight standards based on generally accepted accounting principles;
- Hold school governing boards accountable for meeting statutory and board-established operating and reporting requirements;[12]
- Ensure school compliance with student and employee rights and obligations; and
- Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.

BOX 4

EDUCATION SERVICE OR MANAGEMENT CONTRACTS

Charter contracts for schools that are contracting with external (third-party) providers for comprehensive services or management should include additional provisions that:

- Clearly establish the primacy of the charter contract over the third-party contract;
- Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the external provider as a vendor of services;
- Prohibit the third party from selecting, approving, employing, compensating, or serving as school governing board members;
- Require the school governing board to directly select, retain, and compensate the school attorney, accountant, and audit firm;
- Provide for payments from the authorizer to the school to be made to an account controlled by the school governing board, not the third party;
- Require all instructional materials, furnishings, and equipment purchased or developed with public funds to be the property of the school, not the third party;
- Condition charter approval on authorizer review and approval of the third-party contract; and

Require the third-party contract to articulate:

- The roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract;
- The performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract;
- All compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires;
- Terms of any facility agreement that may be part of the relationship;
- Financial reporting requirements and provisions for the school governing board's financial oversight;
- All other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with law;
- Assurances that the school governing board, at all times, maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school's performance;
- Provisions for contract termination without "poison pill" penalties; and
- Respective responsibilities of the governing board and service provider in the event of school closure.

"PERFORMANCE STANDARDS ENABLE SCHOOLS AND AUTHORIZERS TO KNOW THE OUTCOMES FOR WHICH AUTHORIZERS WILL HOLD SCHOOLS ACCOUNTABLE."

END NOTES

1 The term "authorizers," as used in this publication, may refer to authorizing institutions as well as the individuals who carry out the work.

2 For example, an authorizing agency that also has non-charter school responsibilities should structure its authorizing-related funding to avoid conflicts or competition with its non-charter school programs and services. Likewise, authorizers that receive funding from school fees should implement protections to ensure that the potential for revenue gain or loss from each school does not influence charter approval, renewal, or revocation decisions. An authorizer's use of oversight fees should be restricted to fulfillment of its authorizing responsibility so that the authorizing function is revenue neutral.

3 Some states refer to the charter application as the charter "petition" or "proposal."

4 Some authorizers allow charter applications to be submitted any time on a rolling basis. NACSA recommends establishing fixed, published application periods and deadlines to enable the authorizer to proactively plan and conduct a high-quality review process—integrated into the authorizer's annual work calendar—rather than simply react to applications whenever they might arrive. A well-planned process might include minimum timeframes such as: 1) three months from release of the RFP/application packet to the application deadline; 2) three months for evaluation of the applications; and 3) nine months, but preferably 12–18 months, from approval to school opening.

5 Although some state laws allow or require shorter charter terms—or do not establish a term at all—NACSA recommends five operating years per charter term. Such a term allows a school to develop beyond the startup phase and to produce a sufficient performance record and body of data needed for sound high-stakes decision making.

6 See www.qualitycharters.org for recommendations on selecting comparison schools.

7 Alternative schools subject to different performance standards should be formally designated by the state for serving a primarily special-needs, non-traditional, or highly at-risk population. Mission-specific measures for alternative schools may include, for example, measures for student academic growth or postsecondary readiness, and should be grounded in objective, valid, reliable assessments.

8 Many authorizers, particularly those that are state education agencies or local education agencies for special education purposes, have responsibilities of their own regarding the identification, admissions, and placement of students with disabilities who enroll in charter schools, as well as with the delivery of services, transfer of records, and oversight of special-education programs in the schools they oversee. These agencies retain such responsibilities with charter schools they oversee, though the mechanisms, procedures, and roles and responsibilities may shift as a result of the relationship between a charter school and its authorizer.

9 Revocation, as distinguished from non-renewal, may occur at any time during the charter term when there is clear evidence of extreme violations or failings that warrant termination of the charter to protect student and public interests. Non-renewal is an authorizer's decision not to renew a charter at the end of its term.

10 For more detailed guidance on evaluating existing school operators or replicators, see NACSA resources at www.qualitycharters.org.

11 NACSA recommends that all authorizers include rigorous assessment of student academic growth in their performance standards for charter schools. Authorizers should be aware that there are a variety of types of growth measures and methodologies, some of which may be used or required by particular states. A majority of states have either adopted or are in the process of adopting student academic growth targets as part of their assessment system. To understand individual student progress in states that do not provide growth analysis, charter authorizers can obtain and analyze state assessment data themselves, or require charter schools to administer national assessments that readily provide student growth data and analysis. To select and implement assessment systems that will produce quality student growth data, it is important for authorizers (and schools) to have a basic understanding of common methods of growth analysis and their respective advantages, limitations, and appropriate (or inappropriate) uses. For a concise, practical guide to growth measures and methodologies, see NACSA Issue Brief No. 19, "An Authorizer's Guide to the Use of Student Growth Data," at www.qualitycharters.org.

12 Examples of statutory requirements include compliance with open-meeting and public records laws. Examples of board-established requirements include duly adopted bylaws and policies.

National Association of Charter School Authorizers
105 West Adams Street, Suite 1900
Chicago, IL 60603-6253
312-376-2300

ALL CHILDREN DESERVE A QUALITY EDUCATION.

NACSA is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools.

Visit NACSA's website for additional resources developed to aid authorizers in the implementation of quality practices in charter school authorizing.

www.qualitycharters.org

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2020-2021 State Payments to Schools as of July 15, 2021

School		Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
001	Boise Independent	133,546,180.75	635,439.76	-	685,506.00	2,500.00	58,156.00	527,945.00	15,000.00	821,844.00	-
002	West Ada Joint	211,523,370.72	962,398.12	-	1,081,780.00	6,600.00	28,069.00	377,344.00	-	514,691.50	-
003	Kuna Joint	29,608,756.55	357,583.04	-	155,557.00	1,900.00	5,628.00	49,155.00	-	19,548.00	-
011	Meadows Valley	1,464,890.06	-	-	10,980.00	1,200.00	5,628.00	837.00	-	-	-
013	Council	2,119,015.09	24,629.35	-	18,000.00	-	-	-	-	5,660.00	-
021	Marsh Valley Joint	7,198,275.43	23,851.01	-	33,740.00	6,600.00	3,752.00	-	-	160.00	-
025	Pocatello	65,653,906.90	-	-	335,978.00	1,200.00	56,495.00	25,101.00	-	76,874.00	-
033	Bear Lake County	7,535,356.07	-	-	28,117.00	-	3,752.00	209.00	-	15,750.00	-
041	St. Maries Joint	6,060,866.43	-	-	23,848.00	3,700.00	-	418.00	-	345.00	-
044	Plummer / Worley Joint	2,875,227.13	-	-	18,000.00	1,300.00	-	-	-	-	-
052	Snake River	11,395,093.09	381,218.54	-	51,762.00	6,600.00	7,362.00	20,708.00	-	25,875.00	-
055	Blackfoot	22,488,341.12	-	-	113,483.00	1,200.00	5,628.00	72,791.00	15,000.00	4,885.00	-
058	Aberdeen	4,484,508.43	217,625.24	-	18,970.00	-	-	52,084.00	-	10,500.00	-
059	Firth	4,855,411.16	-	-	22,019.00	3,700.00	-	3,765.00	-	1,215.00	-
060	Shelley Joint	11,968,474.46	254,314.06	-	58,130.00	4,900.00	-	22,800.00	-	9,413.00	-
061	Blaine County	17,407,840.89	-	-	90,041.00	1,200.00	5,628.00	155,832.00	85,000.00	54,533.00	-
071	Garden Valley	2,299,840.59	-	-	18,000.00	2,000.00	-	-	-	380.00	-
072	Basin	2,524,382.52	-	-	18,000.00	1,400.00	-	837.00	-	-	-
073	Horseshoe Bend	1,867,046.53	13,447.52	-	16,740.00	400.00	-	628.00	-	-	-
083	West Bonner County	5,878,683.60	-	-	23,171.00	6,600.00	-	209.00	-	190.00	-
084	Lake Pend Oreille	20,826,997.55	-	-	94,852.00	-	1,876.00	6,693.00	-	34,338.00	-
091	Idaho Falls	53,703,398.73	370,370.98	-	270,463.00	3,700.00	16,884.00	150,812.00	-	70,143.00	-
092	Swan Valley Elementary	612,295.51	-	-	18,000.00	6,600.00	-	-	-	-	-
093	Bonneville Joint	69,872,422.15	2,472,709.64	-	358,200.00	1,200.00	35,573.00	131,778.00	-	465,845.00	-
101	Boundary County	7,765,232.40	-	-	35,502.00	1,300.00	-	1,464.00	-	6,898.00	-
111	Butte County	2,864,719.07	-	-	18,000.00	2,800.00	-	628.00	-	300.00	-
121	Camas County	1,655,592.79	6,140.85	-	14,580.00	5,250.00	-	-	-	225.00	-
131	Nampa	72,706,696.03	1,825,881.22	-	360,233.00	6,400.00	3,752.00	396,588.00	-	362,730.00	-
132	Caldwell	31,603,328.93	1,043,430.24	-	143,294.00	6,600.00	20,636.00	260,418.00	-	133,974.00	-
133	Wilder	3,204,813.04	78,155.74	-	18,000.00	4,900.00	-	31,376.00	-	2,325.00	-
134	Middleton	21,000,317.02	1,077,955.32	-	120,936.00	5,400.00	9,380.00	24,473.00	-	525.00	-
135	Notus	2,842,158.23	110,948.94	-	18,000.00	6,500.00	-	8,367.00	-	-	-
136	Melba Joint	5,298,887.63	213,938.57	-	24,390.00	4,900.00	-	14,014.00	-	5,890.00	-
137	Parma	6,022,037.33	295,980.67	-	27,168.00	5,100.00	-	20,917.00	-	32,610.00	-
139	Vallivue	49,939,438.20	5,314,155.82	-	238,281.00	1,550.00	5,628.00	247,868.00	-	437,127.00	-
148	Grace Joint	3,711,234.38	95,004.04	-	18,000.00	600.00	-	-	-	-	-
149	North Gem	1,492,389.91	-	-	12,240.00	5,000.00	-	-	-	1,395.00	-
150	Soda Springs Joint	5,992,652.16	9,864.43	-	22,697.00	3,500.00	3,752.00	-	-	18,545.00	-
151	Cassia County Joint	30,831,375.57	634,941.68	-	145,258.00	-	-	147,466.00	-	7,875.00	-
161	Clark County Joint	1,451,177.93	-	-	9,000.00	2,803.79	-	6,275.00	-	-	-
171	Orofino Joint	8,422,718.77	-	-	31,233.00	6,600.00	3,681.00	209.00	-	17,940.00	-
181	Challis Joint	2,406,310.69	-	-	18,000.00	1,800.00	-	628.00	-	300.00	-
182	Mackay Joint	1,808,187.08	-	-	16,020.00	4,100.00	-	-	-	86.00	-
191	Prairie Elementary	133,919.17	-	-	9,000.00	-	-	-	-	-	-
192	Glenns Ferry Joint	2,936,840.28	-	-	18,000.00	-	-	11,504.00	-	-	-

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193	Mountain Home	19,820,991.43	-	-	87,128.00	3,300.00	-	56,476.00	-	36,821.00	-
201	Preston Joint	11,976,362.79	-	-	68,090.00	1,300.00	-	16,315.00	-	53,214.00	-
202	West Side Joint	4,527,548.37	-	-	20,461.00	1,200.00	-	628.00	-	49,364.00	-
215	Fremont County Joint	12,808,841.84	29,236.95	-	56,437.00	5,900.00	1,876.00	33,677.00	-	19,530.00	-
221	Emmett Independent	13,769,335.73	-	-	68,225.00	4,200.00	5,628.00	21,754.00	-	25,725.00	-
231	Gooding Joint	7,393,031.74	-	-	35,908.00	6,100.00	3,752.00	43,508.00	15,000.00	1,581.00	-
232	Wendell	6,274,730.97	103,304.18	-	26,152.00	6,458.00	-	85,551.00	-	31,125.00	-
233	Hagerman Joint	2,533,522.62	-	-	18,000.00	1,200.00	1,876.00	5,229.00	-	-	-
234	Bliss Joint	1,471,983.11	7,214.52	-	9,000.00	-	-	3,765.00	-	-	-
242	Cottonwood Joint	3,010,138.61	-	-	18,000.00	-	-	-	-	1,074.00	-
243	Salmon River Joint	1,499,680.20	-	-	9,000.00	-	-	-	-	-	-
244	Mountain View	8,066,159.27	-	-	30,353.00	-	-	-	-	8,320.00	-
251	Jefferson County Joint	32,475,462.97	1,901,172.24	-	163,145.00	1,200.00	13,132.00	59,195.00	85,000.00	120,100.00	-
252	Ririe Joint	4,273,152.64	260,901.78	-	20,596.00	5,100.00	-	4,602.00	-	1,440.00	-
253	West Jefferson	4,289,107.46	35,190.68	-	18,000.00	3,600.00	-	10,668.00	-	9,206.00	-
261	Jerome Joint	22,347,715.14	761,648.44	-	108,537.00	3,800.00	1,876.00	207,079.00	15,000.00	28,335.00	-
262	Valley	3,874,001.09	-	-	18,000.00	1,600.00	-	23,845.00	-	-	-
271	Coeur d' Alene	54,081,024.58	127,355.02	-	277,915.00	1,500.00	1,876.00	17,989.00	-	47,116.00	-
272	Lakeland	23,772,442.94	35,705.72	-	120,597.00	3,200.00	-	3,974.00	-	73,860.00	-
273	Post Falls	32,069,222.22	161,069.83	-	155,286.00	1,300.00	13,132.00	8,367.00	-	13,485.00	-
274	Kootenai Joint	1,612,913.11	-	-	10,260.00	6,600.00	-	-	-	-	-
281	Moscow	11,821,595.79	22,178.72	-	62,805.00	1,200.00	-	14,642.00	-	12,809.00	-
282	Genesee Joint	2,414,740.99	27,004.19	-	18,000.00	1,200.00	-	-	-	300.00	-
283	Kendrick Joint	2,072,128.75	20,640.95	-	16,380.00	-	-	-	-	225.00	-
285	Potlatch	3,161,694.88	-	-	18,000.00	5,200.00	-	-	-	285.00	-
287	Troy	2,133,751.60	-	-	18,000.00	6,600.00	-	-	-	225.00	-
288	Whitepine Joint	2,008,941.58	-	-	15,840.00	6,600.00	-	-	-	-	-
291	Salmon	4,556,502.24	-	-	21,138.00	6,600.00	-	-	-	15,352.00	-
292	South Lemhi	1,465,218.97	-	-	9,000.00	1,300.00	1,876.00	837.00	-	2,080.00	-
302	Nezperce Joint	1,659,486.76	9,002.26	-	9,540.00	600.00	-	-	-	525.00	-
304	Kamiah Joint	2,901,111.70	-	-	18,000.00	6,600.00	-	-	-	525.00	-
305	Highland Joint	1,701,869.06	-	-	9,360.00	4,900.00	-	-	-	-	-
312	Shoshone Joint	3,331,504.84	-	-	18,000.00	-	-	28,866.00	-	-	-
314	Dietrich	1,660,860.66	66,618.93	-	15,480.00	6,400.00	-	4,183.00	-	300.00	-
316	Richfield	1,708,685.05	103,376.41	-	10,800.00	300.00	-	3,765.00	-	225.00	-
321	Madison	27,811,604.46	1,036,849.54	-	143,971.00	1,200.00	15,008.00	36,814.00	-	16,755.00	-
322	Sugar-Salem Joint	9,081,841.14	600,326.83	-	48,171.00	1,600.00	9,380.00	11,504.00	-	41,580.00	-
331	Minidoka County Joint	23,842,887.82	369,328.82	-	108,741.00	2,400.00	11,256.00	128,640.00	-	47,688.00	-
340	Lewiston Independent	25,319,534.97	141,801.08	-	124,120.00	1,200.00	1,876.00	2,928.00	-	31,150.00	-
341	Lapwai	3,347,265.03	71,070.59	-	18,000.00	1,500.00	-	-	-	-	-
342	Culdesac Joint	1,396,878.89	-	-	9,000.00	1,500.00	-	-	-	225.00	-
351	Oneida County	33,865,387.44	-	-	75,001.00	5,200.00	-	2,719.00	-	4,861.00	-
363	Marsing Joint	5,077,336.66	271,629.28	-	20,596.00	6,600.00	-	33,886.00	-	21,840.00	-
364	Pleasant Valley Elementary	177,833.97	-	-	-	-	-	-	-	-	-
365	Bruneau-Grand View Joint	3,289,674.59	69,894.25	-	18,000.00	1,500.00	1,876.00	8,367.00	-	450.00	-
370	Homedale Joint	7,002,988.69	-	-	32,385.00	1,200.00	-	35,350.00	-	5,700.00	-

School		Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
371	Payette Joint	7,353,366.25	-	-	36,315.00	4,928.49	3,752.00	32,003.00	-	33,635.00	-
372	New Plymouth	5,661,239.01	107,966.10	-	25,881.00	4,900.00	1,876.00	8,367.00	-	13,480.00	-
373	Fruitland	9,461,439.33	197,344.77	-	46,884.00	1,200.00	1,876.00	31,376.00	-	31,480.00	-
381	American Falls Joint	8,865,405.23	44,331.54	-	38,889.00	-	-	70,491.00	-	4,350.00	-
382	Rockland	1,520,390.82	28,325.31	-	14,580.00	4,900.00	3,752.00	-	-	696.00	-
383	Arbon Elementary	277,462.04	-	-	-	600.00	-	-	-	-	-
391	Kellogg Joint	6,265,160.38	123,990.69	-	26,152.00	5,800.00	-	418.00	-	225.00	-
392	Mullan	1,330,448.68	-	-	9,000.00	-	-	-	-	-	-
393	Wallace	3,285,249.49	-	-	18,000.00	-	-	209.00	-	-	-
394	Avery	322,337.92	-	-	9,000.00	-	-	-	-	-	-
401	Teton County	10,381,122.38	134,574.74	-	49,797.00	1,200.00	-	66,726.00	85,000.00	2,586.00	-
411	Twin Falls	50,167,456.78	1,415,943.87	-	241,330.00	2,100.00	5,628.00	190,555.00	100,000.00	29,273.00	-
412	Buhl Joint	7,095,353.89	88,536.30	-	33,469.00	6,600.00	-	44,763.00	-	-	-
413	Filer	9,239,884.16	291,517.10	-	44,106.00	6,600.00	-	14,224.00	-	2,030.00	-
414	Kimberly	10,736,131.16	538,688.45	-	47,223.00	775.00	3,752.00	20,917.00	-	1,570.00	-
415	Hansen	2,357,797.01	-	-	18,000.00	4,200.00	-	7,530.00	-	65.00	-
416	Three Creek Joint Elementary	127,275.57	491.55	-	-	-	-	-	-	-	-
417	Castleford Joint	2,407,508.79	-	-	18,000.00	1,500.00	-	6,903.00	-	-	-
418	Murtaugh Joint	2,851,422.89	197,456.50	-	18,000.00	-	-	8,785.00	-	4,242.00	-
421	McCall-Donnelly Joint	8,163,116.40	-	-	34,892.00	4,000.00	7,504.00	7,948.00	-	19,213.00	-
422	Cascade	1,769,264.33	-	-	13,860.00	4,500.00	-	209.00	-	-	-
431	Weiser	8,500,851.86	-	-	45,326.00	4,300.00	-	27,611.00	-	9,815.00	-
432	Cambridge Joint	1,584,236.26	-	-	10,620.00	1,400.00	-	-	-	1,820.00	-
433	Midvale	1,543,196.89	-	-	9,900.00	-	-	-	-	-	-
768	Meridian Technical Charter High School	1,834,241.50	-	85,280.36	18,000.00	3,600.00	-	418.00	-	2,479.00	-
785	Meridian Medical Arts Charter High School	1,748,164.57	-	80,636.38	18,000.00	4,100.00	-	209.00	-	92,202.00	-
795	Idaho Arts Charter School	7,026,164.21	-	538,279.50	22,290.00	5,200.00	-	12,969.00	15,000.00	1,280.00	-
796	Gem Prep: Nampa	2,447,270.49	-	179,426.50	10,620.00	700.00	-	7,530.00	-	-	-
751	SEI Tec	1,676,927.97	-	172,671.62	27,710.00	-	-	-	-	-	-
794	Payette River Technical Academy	1,350,842.85	-	241,909.14	35,366.00	-	-	-	-	-	-
813	Moscow Charter School	1,163,698.31	-	78,947.66	9,000.00	1,600.00	-	209.00	-	-	-
790	ARTEC Regional Professional Technical Cha	834,870.00	-	152,406.98	24,458.00	-	-	-	-	-	-
451	Victory Charter School	2,568,205.91	-	189,136.64	18,000.00	-	-	1,464.00	-	21,540.00	-
452	Idaho Virtual Academy	21,441,225.32	-	160,304.50	99,865.00	-	16,884.00	1,464.00	-	86,115.00	-
453	McKenna Charter School	4,308,628.04	-	94,146.14	27,439.00	-	3,967.00	-	-	-	-
454	Rolling Hills Public Charter School	1,525,256.70	-	109,766.80	9,000.00	2,700.00	-	1,673.00	-	-	-
455	Compass Public Charter School	6,919,615.85	-	511,259.98	22,426.00	270.00	-	5,020.00	-	1,725.00	-
456	Falcon Ridge Public Charter School	1,823,762.55	-	115,255.14	9,000.00	-	-	628.00	-	-	-
457	INSPIRE Connections Academy	9,859,342.88	-	45,403.73	58,808.00	-	11,256.00	3,347.00	-	3,840.00	-
458	Liberty Charter School	2,960,499.60	-	211,090.00	18,361.00	-	-	837.00	-	21,120.00	-
460	Connor Academy	2,850,514.59	-	227,977.20	9,000.00	-	-	628.00	-	-	-
461	Taylor's Crossing Public Charter School	2,327,613.57	-	146,496.46	16,740.00	3,700.00	1,876.00	628.00	-	4,950.00	-
462	Xavier Charter School	3,866,695.03	-	282,860.60	18,000.00	1,200.00	-	4,183.00	-	3,400.00	-
463	Vision Charter School	4,617,089.37	-	308,191.40	18,000.00	-	1,876.00	3,765.00	-	31,325.00	-
464	White Pine Charter School	3,520,680.96	-	265,551.22	17,460.00	1,300.00	-	628.00	-	-	-
465	North Valley Academy	1,401,407.25	-	94,568.32	16,380.00	6,600.00	-	2,092.00	-	-	-

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466	iSucceed Virtual High School	5,967,679.48	-	57,777.40	68,293.00	300.00	18,760.00	837.00	-	17,440.00	-
468	Idaho Science and Technology Charter Scho	1,830,593.38	-	132,986.70	9,000.00	6,600.00	-	2,301.00	-	-	-
469	Idaho Connects Online (ICON)	2,879,623.65	-	22,129.76	18,699.00	-	-	-	-	-	-
470	Kootenai Bridge Academy	2,770,115.15	-	37,151.84	19,919.00	-	16,884.00	-	-	-	-
472	Palouse Prairie Charter School	1,120,313.52	-	80,636.38	9,000.00	5,800.00	-	-	-	-	-
473	The Village Charter School	1,247,781.43	-	103,434.10	9,000.00	5,800.00	-	4,393.00	10,000.00	-	-
474	Monticello Montessori Charter School	1,146,410.72	-	89,924.34	9,000.00	3,400.00	-	1,046.00	-	-	-
475	Sage International School of Boise	5,650,097.85	-	411,203.32	22,358.00	1,200.00	-	4,602.00	-	17,493.00	-
476	Another Choice Virtual Charter School	2,909,690.92	-	75,240.36	22,832.00	-	17,564.00	2,301.00	-	-	-
477	Blackfoot Charter Community Learning Cente	2,214,569.03	-	186,181.38	9,000.00	800.00	-	4,183.00	-	-	-
478	Legacy Charter School	1,755,449.33	-	116,521.68	9,000.00	-	-	1,673.00	-	-	-
479	Heritage Academy	1,181,813.58	-	69,659.70	9,000.00	6,600.00	-	5,648.00	-	-	-
480	STEM Charter Academy	3,547,031.47	-	243,175.68	18,000.00	-	1,876.00	-	-	799.00	-
481	Heritage Community Charter School	2,742,702.15	-	208,556.92	9,000.00	-	-	34,722.00	10,000.00	-	-
482	American Heritage Charter School	2,406,993.81	-	188,292.28	18,000.00	6,600.00	3,752.00	209.00	-	3,190.00	-
483	Chief Tahgee Elementary Academy	746,707.58	-	46,861.98	-	-	-	-	-	-	-
485	Bingham Academy	1,147,933.68	-	49,395.06	18,000.00	3,700.00	3,752.00	418.00	-	3,150.00	-
486	Upper Carmen Charter School	390,201.99	-	22,375.54	-	-	-	-	-	-	-
487	Forrest M. Bird Charter School	2,273,229.39	-	125,809.64	18,000.00	-	5,628.00	-	-	4,500.00	-
488	Syringa Mountain School	765,841.16	-	54,883.40	9,000.00	-	-	1,046.00	-	-	-
489	Idaho Technical Career Academy	2,079,824.45	-	26,400.00	19,648.00	-	3,752.00	209.00	-	13,500.00	-
491	Coeur d'Alene Charter Academy	4,034,565.73	-	258,796.34	24,458.00	-	-	-	-	40,260.00	-
492	ANSER Charter School	2,550,688.53	-	181,537.40	9,540.00	-	-	-	-	-	-
493	North Star Charter School	5,862,092.00	-	409,092.42	18,090.00	-	-	1,046.00	-	13,566.00	-
494	Pocatello Community Charter School	1,990,798.97	-	146,074.28	9,000.00	-	-	418.00	-	-	-
495	Alturas International Academy	3,090,121.50	-	244,864.40	9,900.00	-	-	1,464.00	-	-	-
496	Gem Prep: Pocatello	2,074,085.41	-	174,782.52	10,980.00	700.00	-	209.00	-	-	-
497	Pathways in Education - Nampa	1,700,714.30	-	62,060.46	19,851.00	-	-	1,673.00	-	300.00	-
498	Gem Prep: Meridian	2,680,156.95	-	197,158.06	16,560.00	700.00	-	1,046.00	-	-	-
499	Future Public School	1,552,104.71	-	137,630.68	-	6,000.00	-	8,785.00	-	-	-
508	Hayden Canyon Charter School	1,343,770.75	-	123,276.56	9,000.00	3,100.00	-	-	-	-	-
511	Peace Valley Charter School	1,641,278.06	-	130,031.44	9,000.00	3,700.00	-	1,255.00	-	-	-
513	Project Impact STEM Academy	1,352,462.33	-	84,858.18	9,000.00	5,150.00	-	-	-	-	-
518	ARTEC - Industrial	820,635.00	-	159,161.86	25,542.00	-	-	-	-	-	-
523	Elevate Academy	4,179,428.65	-	173,938.16	20,596.00	-	-	8,994.00	-	11,005.00	-
528	Forge International School	2,063,021.49	-	159,584.04	9,000.00	-	-	1,046.00	-	-	-
531	FernWaters Public Charter School	487,790.69	-	25,752.98	9,000.00	6,600.00	-	-	-	-	-
532	Treasure Valley Classical Academy	2,213,496.05	-	175,626.88	-	-	-	2,092.00	-	-	-
534	Gem Prep: Online	3,862,985.78	-	52,907.25	18,000.00	2,500.00	-	209.00	-	300.00	-
540	Island Park Charter School	105,325.73	-	6,332.70	-	-	-	-	-	-	-
544	MOSAIC	1,206,737.96	-	114,410.78	-	6,600.00	-	-	-	-	-
550	Doral Academy of Idaho	785,177.94	-	62,060.46	-	5,700.00	-	-	-	-	-
553	Pinecrest Academy of Idaho	627,432.98	-	53,616.86	-	-	-	-	-	-	-
555	COSSA Academy	1,154,085.14	-	-	18,000.00	3,700.00	-	2,301.00	-	2,965.00	-
559	Thomas Jefferson Charter School	2,677,524.92	-	153,673.52	18,000.00	-	-	1,883.00	-	4,400.00	-
	Total	1,762,790,223.76	25,821,672.91	9,927,391.96	9,000,000.00	444,285.28	501,647.00	4,370,000.00	450,000.00	4,441,654.50	-

School	Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools

Questions? Please call Aaron McCoy, Public School Finance, at (208) 332-6846.

2020-2021

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
001	273,112.00	1,759,903.00	1,770,892.00	2,453,986.80	-	313,064.00	4,783.60	779,705.00	372,052.00	303,736.00	1,829,528.00	-	1,735,609.00
002	434,393.00	2,294,631.00	2,140,580.00	2,439,636.00	51,185.36	469,596.00	-	1,014,178.00	451,365.00	473,371.00	2,941,628.00	-	2,740,411.00
003	62,387.00	334,291.00	478,717.00	110,022.80	71,195.18	78,266.00	-	154,584.00	101,561.00	67,715.00	412,839.00	-	411,169.00
011	7,500.00	15,746.00	12,454.00	4,783.60	30,350.00	34,025.00	-	14,904.00	2,901.00	3,854.00	11,670.00	4,015.00	36,945.00
013	7,500.00	20,330.00	27,314.00	-	-	34,025.00	-	16,915.00	5,520.00	5,200.00	20,287.00	8,150.00	46,321.00
021	15,376.00	74,795.00	110,337.00	43,052.40	-	57,851.00	-	40,797.00	16,504.00	16,931.00	93,479.00	35,582.00	110,216.00
025	136,886.00	686,493.00	1,037,187.00	296,583.20	-	234,798.00	2,391.80	309,022.00	171,746.00	149,008.00	921,950.00	-	882,622.00
033	15,528.00	73,697.00	102,255.00	23,918.00	-	7,777.00	-	40,316.00	18,420.00	15,612.00	85,376.00	15,777.00	116,033.00
041	11,938.00	66,582.00	100,505.00	33,485.20	-	7,777.00	-	37,196.00	16,955.00	13,133.00	69,824.00	9,128.00	89,178.00
044	7,500.00	41,575.00	47,634.00	-	-	3,024.00	-	26,231.00	8,900.00	6,169.00	26,278.00	7,506.00	52,929.00
052	23,492.00	111,796.00	162,120.00	14,350.80	-	57,851.00	-	57,022.00	28,840.00	23,163.00	136,767.00	72,272.00	176,545.00
055	45,952.00	238,840.00	388,045.00	57,403.20	-	78,266.00	-	112,730.00	67,200.00	46,727.00	280,070.00	159,553.00	308,595.00
058	9,165.00	49,657.00	83,902.00	23,918.00	-	7,777.00	-	29,774.00	14,364.00	10,387.00	52,756.00	108,375.00	75,307.00
059	10,438.00	47,665.00	74,286.00	-	-	7,777.00	-	28,900.00	15,462.00	12,116.00	63,306.00	36,301.00	85,036.00
060	25,195.00	123,242.00	218,491.00	9,567.20	8,160.00	78,266.00	-	62,041.00	37,149.00	29,728.00	173,439.00	36,024.00	187,470.00
061	36,681.00	319,196.00	286,229.00	90,888.40	-	112,291.00	-	147,965.00	49,147.00	40,157.00	237,770.00	-	248,499.00
071	7,500.00	21,347.00	16,826.00	-	-	34,025.00	-	17,360.00	3,267.00	5,090.00	19,529.00	-	46,887.00
072	7,500.00	27,965.00	24,692.00	19,134.40	-	3,024.00	-	20,262.00	4,534.00	5,870.00	24,115.00	1,291.00	48,951.00
073	7,500.00	19,314.00	14,860.00	4,783.60	-	34,025.00	-	16,469.00	3,211.00	4,687.00	16,915.00	18,998.00	41,662.00
083	12,186.00	76,239.00	98,538.00	28,701.60	-	7,777.00	-	41,430.00	16,335.00	14,008.00	75,790.00	-	93,425.00
084	40,769.00	248,843.00	315,286.00	86,104.80	-	112,291.00	-	117,116.00	53,203.00	45,730.00	275,611.00	-	273,390.00
091	112,914.00	566,504.00	937,554.00	248,747.20	-	214,383.00	4,783.60	256,408.00	174,535.00	121,155.00	748,911.00	-	738,536.00
092	4,500.00	4,778.00	4,372.00	-	-	-	-	10,095.00	676.00	2,640.00	4,051.00	-	20,515.20
093	148,537.00	711,307.00	1,068,650.00	353,986.40	115,389.76	234,798.00	-	319,903.00	196,982.00	158,432.00	981,005.00	-	974,571.00
101	16,365.00	91,710.00	146,172.00	14,350.80	-	57,851.00	-	48,214.00	21,884.00	18,506.00	103,979.00	10,349.00	118,483.00
111	7,500.00	27,954.00	43,478.00	4,783.60	-	3,024.00	-	20,258.00	8,393.00	6,700.00	29,717.00	18,875.00	52,703.00
121	7,500.00	17,789.00	15,948.00	4,783.60	-	34,025.00	-	15,800.00	2,760.00	4,155.00	13,594.00	11,934.00	38,916.00
131	150,658.00	890,295.00	1,320,577.00	167,426.00	73,820.12	234,798.00	-	398,388.00	244,636.00	163,691.00	1,012,470.00	145,513.00	969,714.00
132	64,374.00	361,138.00	809,958.00	119,590.00	-	78,266.00	-	166,356.00	132,344.00	72,723.00	444,070.00	44,224.00	425,032.00
133	7,500.00	32,833.00	86,307.00	-	32,000.00	3,024.00	-	22,397.00	12,054.00	7,880.00	37,035.00	18,038.00	60,625.00
134	45,427.00	211,080.00	287,756.00	105,239.20	31,000.00	78,266.00	-	100,557.00	58,582.00	49,808.00	299,788.00	35,028.00	305,696.00
135	7,500.00	31,309.00	36,491.00	4,783.60	32,610.00	3,024.00	-	21,729.00	7,266.00	6,783.00	30,047.00	22,734.00	50,338.00
136	11,138.00	50,317.00	65,548.00	9,567.20	-	7,777.00	-	30,064.00	15,209.00	12,332.00	64,728.00	33,290.00	88,909.00
137	12,272.00	67,121.00	81,496.00	4,783.60	-	7,777.00	-	37,432.00	17,349.00	14,456.00	77,915.00	48,777.00	98,647.00
139	101,573.00	540,939.00	821,534.00	71,754.00	-	156,532.00	-	245,198.00	144,061.00	114,569.00	701,776.00	79,416.00	657,763.00
148	7,500.00	35,151.00	32,119.00	-	-	3,024.00	-	23,414.00	6,928.00	8,452.00	40,615.00	35,674.00	62,405.00
149	7,500.00	17,149.00	10,271.00	4,783.60	-	34,025.00	-	15,520.00	2,507.00	3,748.00	11,113.00	14,730.00	36,418.00
150	11,277.00	54,069.00	95,261.00	4,783.60	37,800.00	7,777.00	-	31,709.00	14,223.00	13,247.00	70,408.00	-	88,972.00
151	64,488.00	329,504.00	618,118.00	43,052.40	29,443.44	92,091.00	-	152,485.00	102,265.00	66,621.00	406,517.00	133,342.00	408,333.00
161	7,500.00	16,264.00	13,110.00	4,783.60	-	34,025.00	-	15,132.00	2,647.00	3,393.00	8,878.00	26,042.00	34,235.00
171	18,108.00	79,787.00	95,045.00	33,485.20	-	41,802.00	-	42,986.00	17,434.00	16,642.00	92,023.00	35,323.00	107,049.00
181	7,500.00	27,832.00	27,746.00	-	14,960.00	34,025.00	-	20,204.00	8,703.00	5,628.00	23,359.00	8,128.00	46,940.00
182	7,500.00	17,342.00	21,631.00	9,567.20	-	34,025.00	-	15,604.00	3,859.00	4,730.00	16,599.00	17,060.00	41,379.00
191	4,500.00	987.00	439.00	-	-	-	-	8,432.00	113.00	2,034.00	224.00	417.00	6,918.00
192	7,500.00	34,023.00	40,423.00	-	-	3,024.00	-	22,919.00	7,604.00	6,752.00	29,868.00	17,046.00	53,792.00

ATTACHMENT 1

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
193	41,137.00	211,710.00	421,035.00	33,485.20	-	78,266.00	-	100,833.00	74,776.00	47,840.00	288,595.00	-	284,719.00
201	25,420.00	127,075.00	197,300.00	-	16,320.00	78,266.00	-	63,721.00	38,923.00	29,863.00	174,737.00	28,662.00	185,994.00
202	9,387.00	47,268.00	64,893.00	23,918.00	31,270.00	7,777.00	-	28,727.00	7,661.00	10,907.00	55,890.00	41,302.00	78,867.00
215	26,991.00	136,111.00	192,056.00	-	47,035.85	65,628.00	-	67,684.00	38,980.00	27,873.00	161,764.00	-	178,005.00
221	27,498.00	147,751.00	272,680.00	23,918.00	4,437.09	78,266.00	-	72,788.00	47,908.00	30,978.00	185,415.00	-	191,702.00
231	15,476.00	81,321.00	132,191.00	95,672.00	-	57,851.00	-	43,659.00	26,925.00	18,082.00	100,765.00	-	116,986.00
232	12,898.00	70,648.00	157,755.00	-	-	7,777.00	-	38,979.00	25,179.00	15,249.00	83,014.00	2,620.00	102,098.00
233	7,500.00	23,197.00	32,119.00	-	-	34,025.00	-	18,172.00	5,267.00	5,671.00	23,107.00	16,342.00	53,539.00
234	7,500.00	14,983.00	14,204.00	-	-	34,025.00	-	14,570.00	2,845.00	3,501.00	9,491.00	10,681.00	33,410.00
242	7,500.00	29,591.00	30,368.00	43,052.40	-	3,024.00	-	20,975.00	4,084.00	6,688.00	29,297.00	40,525.00	53,717.00
243	7,500.00	16,264.00	13,326.00	-	6,800.00	34,025.00	-	15,132.00	1,831.00	3,408.00	9,039.00	16,717.00	34,330.00
244	15,905.00	75,425.00	111,432.00	19,134.40	-	10,801.00	-	41,074.00	19,687.00	16,292.00	89,420.00	54,998.00	106,570.00
251	70,699.00	340,564.00	585,344.00	57,403.20	-	78,266.00	-	157,334.00	92,323.00	74,669.00	456,278.00	1,049.00	474,960.00
252	9,478.00	42,185.00	53,966.00	4,783.60	-	7,777.00	-	26,498.00	10,928.00	10,375.00	52,531.00	34,313.00	77,223.00
253	8,439.00	37,947.00	41,734.00	4,783.60	6,800.00	7,777.00	-	24,639.00	9,632.00	9,262.00	45,514.00	44,790.00	68,525.00
261	46,148.00	239,552.00	457,742.00	33,485.20	30,630.00	78,266.00	2,391.80	113,042.00	88,661.00	50,593.00	304,727.00	17,052.00	316,198.00
262	7,509.00	43,558.00	52,655.00	14,350.80	-	7,777.00	-	27,100.00	11,491.00	8,967.00	43,886.00	-	65,107.00
271	114,510.00	654,005.00	906,090.00	234,396.40	-	156,532.00	-	294,777.00	146,708.00	131,645.00	813,766.00	-	746,608.00
272	49,324.00	252,665.00	386,294.00	4,783.60	6,300.00	136,117.00	4,783.60	118,792.00	62,046.00	57,444.00	337,878.00	-	331,719.00
273	66,800.00	336,243.00	637,343.00	66,970.40	-	78,266.00	-	155,440.00	90,126.00	75,307.00	458,634.00	-	445,831.00
274	7,500.00	18,297.00	11,582.00	-	-	34,025.00	-	16,023.00	2,309.00	3,695.00	10,696.00	2,332.00	36,631.00
281	24,290.00	172,604.00	169,769.00	52,619.60	-	78,266.00	2,391.80	83,686.00	25,207.00	28,628.00	167,314.00	-	179,567.00
282	7,500.00	25,819.00	17,914.00	14,350.80	-	34,025.00	-	19,322.00	2,619.00	5,691.00	23,240.00	9,641.00	46,618.00
283	7,500.00	18,907.00	25,125.00	4,783.60	-	34,025.00	-	16,291.00	4,591.00	4,911.00	18,282.00	19,570.00	43,783.00
285	7,500.00	34,033.00	46,755.00	9,567.20	-	3,024.00	-	22,923.00	8,477.00	7,521.00	34,893.00	9,629.00	56,516.00
287	7,500.00	22,160.00	17,482.00	14,350.80	-	34,025.00	-	17,717.00	1,296.00	5,341.00	21,147.00	15,869.00	45,412.00
288	7,500.00	19,395.00	23,814.00	-	-	34,025.00	-	16,505.00	3,042.00	4,798.00	17,520.00	9,360.00	41,333.00
291	9,355.00	49,678.00	77,563.00	14,350.80	31,561.49	7,777.00	-	29,783.00	14,420.00	11,022.00	56,882.00	-	72,759.00
292	7,500.00	12,706.00	12,015.00	-	-	34,025.00	-	13,572.00	1,662.00	3,179.00	7,505.00	14,465.00	34,088.00
302	7,500.00	16,955.00	10,488.00	14,350.80	-	34,025.00	-	15,435.00	1,183.00	3,824.00	11,477.00	20,344.00	37,504.00
304	7,500.00	35,070.00	44,356.00	-	-	3,024.00	-	23,378.00	7,858.00	6,602.00	29,179.00	37,080.00	53,902.00
305	7,500.00	16,264.00	19,448.00	-	-	34,025.00	-	15,132.00	2,957.00	3,934.00	12,257.00	12,152.00	37,373.00
312	7,500.00	36,595.00	65,109.00	-	6,800.00	3,024.00	-	24,046.00	10,280.00	7,608.00	35,400.00	18,076.00	60,623.00
314	7,500.00	15,248.00	19,664.00	-	-	34,025.00	-	14,686.00	3,183.00	4,320.00	14,667.00	36,520.00	40,813.00
316	7,500.00	17,281.00	24,036.00	-	-	34,025.00	-	15,577.00	3,408.00	4,525.00	15,877.00	6,030.00	39,470.00
321	59,768.00	289,524.00	377,118.00	310,934.00	-	78,266.00	-	134,954.00	72,580.00	67,571.00	399,470.00	12,742.00	398,753.00
322	19,243.00	90,806.00	115,148.00	-	-	57,851.00	-	47,817.00	20,954.00	21,132.00	119,640.00	22,918.00	139,015.00
331	48,974.00	252,909.00	509,748.00	23,918.00	39,748.00	78,266.00	-	118,899.00	82,719.00	51,201.00	309,117.00	14,924.00	326,391.00
340	51,445.00	310,759.00	383,240.00	76,537.60	-	78,266.00	-	144,266.00	71,312.00	57,522.00	348,828.00	-	349,536.00
341	7,500.00	40,661.00	76,908.00	-	-	3,024.00	-	25,829.00	11,519.00	7,932.00	37,764.00	44,230.00	60,054.00
342	7,500.00	13,978.00	8,960.00	-	-	34,025.00	-	14,129.00	2,169.00	3,202.00	7,645.00	17,077.00	33,345.00
351	81,721.00	385,067.00	297,149.00	9,567.20	30,400.00	7,777.00	-	176,849.00	46,866.00	42,669.00	253,560.00	-	576,494.00
363	10,633.00	55,197.00	99,633.00	-	-	7,777.00	-	32,203.00	13,209.00	12,013.00	63,018.00	24,534.00	85,931.00
364	4,500.00	1,017.00	655.00	-	-	-	-	8,446.00	-	2,093.00	608.00	1,281.00	7,513.00
365	7,500.00	25,413.00	27,091.00	-	-	34,025.00	-	19,143.00	6,140.00	5,559.00	22,408.00	37,420.00	46,899.00
370	14,728.00	73,230.00	128,691.00	-	-	57,851.00	-	40,111.00	23,996.00	16,460.00	90,673.00	44,149.00	113,740.00

ATTACHMENT 1

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
371	15,448.00	85,713.00	168,242.00	-	-	57,851.00	-	45,584.00	31,572.00	17,950.00	100,848.00	63,303.00	115,369.00
372	11,790.00	55,391.00	74,069.00	14,350.80	-	7,777.00	-	32,288.00	14,026.00	13,435.00	71,642.00	34,862.00	93,645.00
373	20,227.00	91,924.00	165,837.00	4,783.60	-	57,851.00	-	48,308.00	26,897.00	21,731.00	123,461.00	20,811.00	143,566.00
381	17,883.00	97,535.00	140,057.00	57,403.20	-	57,851.00	-	50,768.00	30,192.00	20,325.00	115,103.00	53,537.00	131,687.00
382	7,500.00	17,353.00	9,832.00	4,783.60	-	34,025.00	-	15,609.00	1,915.00	4,040.00	12,871.00	51,742.00	38,358.00
383	4,500.00	2,033.00	1,095.00	-	-	-	-	8,891.00	28.00	2,188.00	1,189.00	-	7,731.00
391	12,441.00	73,108.00	122,575.00	-	-	7,777.00	-	40,057.00	17,575.00	14,502.00	78,661.00	61,164.00	96,659.00
392	7,500.00	15,248.00	8,082.00	-	-	34,025.00	-	14,686.00	2,169.00	3,159.00	7,357.00	57,698.00	28,604.60
393	7,500.00	43,416.00	51,127.00	-	-	3,024.00	-	27,037.00	7,999.00	7,746.00	36,409.00	26,662.00	58,731.00
394	4,500.00	1,931.00	3,061.00	-	-	-	-	8,847.00	-	2,290.00	1,848.00	-	8,165.00
401	20,712.00	115,406.00	165,181.00	43,052.40	-	57,851.00	4,783.60	58,604.00	33,628.00	23,433.00	134,754.00	-	148,582.00
411	105,327.00	522,794.00	945,642.00	215,262.00	-	156,532.00	-	237,241.00	153,552.00	116,097.00	714,009.00	637.00	682,188.00
412	15,032.00	76,706.00	149,010.00	-	13,808.95	57,851.00	-	41,635.00	25,714.00	17,181.00	95,160.00	19,152.00	113,616.00
413	19,632.00	93,519.00	149,450.00	38,268.80	-	57,851.00	-	49,008.00	29,319.00	21,331.00	121,469.00	34,078.00	139,592.00
414	22,967.00	115,801.00	193,367.00	9,567.20	6,482.34	57,851.00	-	58,778.00	34,670.00	26,628.00	154,641.00	15,260.00	160,339.00
415	7,500.00	25,189.00	26,875.00	4,783.60	-	34,025.00	-	19,045.00	5,239.00	5,855.00	24,283.00	27,875.00	49,463.00
416	4,500.00	915.00	1,311.00	-	-	-	-	8,401.00	56.00	2,086.00	542.00	811.00	6,717.00
417	7,500.00	23,380.00	39,768.00	4,783.60	-	3,024.00	-	18,252.00	7,548.00	5,896.00	24,305.00	14,779.00	49,727.00
418	7,500.00	27,701.00	32,335.00	-	-	34,025.00	-	20,146.00	4,563.00	6,424.00	27,695.00	5,815.00	53,983.00
421	16,071.00	96,763.00	101,160.00	124,373.60	-	57,851.00	-	50,429.00	12,195.00	17,533.00	97,625.00	-	118,047.00
422	7,500.00	19,314.00	18,793.00	4,783.60	-	34,025.00	-	16,469.00	2,985.00	4,233.00	14,153.00	2,652.00	40,566.00
431	18,047.00	90,958.00	131,752.00	9,567.20	-	57,851.00	-	47,884.00	27,573.00	20,076.00	113,619.00	73,280.00	129,871.00
432	7,500.00	15,532.00	12,893.00	-	-	34,025.00	-	14,811.00	2,394.00	3,523.00	9,663.00	16,047.00	37,648.00
433	7,500.00	14,617.00	8,305.00	-	-	34,025.00	-	14,410.00	1,915.00	3,280.00	8,129.00	11,267.00	34,491.00
768	7,500.00	15,258.00	-	4,783.60	-	7,777.00	-	14,690.00	422.00	4,367.00	14,910.00	-	41,093.00
785	7,500.00	15,746.00	-	9,567.20	-	7,777.00	-	14,904.00	197.00	4,282.00	14,345.00	-	40,221.00
795	15,207.00	69,123.00	119,737.00	19,134.40	-	7,777.00	-	38,310.00	17,659.00	16,706.00	92,069.00	-	118,351.00
796	7,500.00	20,280.00	54,189.00	-	-	-	-	16,892.00	6,337.00	6,808.00	31,259.00	-	57,156.00
751	7,500.00	13,520.00	-	-	6,800.00	-	-	13,928.00	-	4,441.00	15,526.00	-	41,200.00
794	7,500.00	13,215.00	-	-	-	-	-	13,795.00	-	4,433.00	15,094.00	-	36,804.00
813	7,500.00	12,717.00	17,259.00	-	-	-	-	13,576.00	2,563.00	4,196.00	13,844.00	-	39,475.00
790	4,500.00	17,891.00	-	-	-	-	-	15,845.00	-	4,472.00	15,550.00	-	19,933.20
451	7,500.00	17,820.00	15,515.00	4,783.60	-	7,777.00	-	15,814.00	2,197.00	6,716.00	29,584.00	-	52,059.00
452	43,022.00	111,532.00	79,529.00	23,918.00	6,800.00	78,266.00	-	56,906.00	33,121.00	23,316.00	137,221.00	-	284,034.00
453	9,067.00	26,867.00	24,692.00	-	-	7,777.00	-	19,781.00	4,450.00	7,652.00	37,399.00	-	62,709.00
454	7,500.00	17,027.00	17,259.00	4,783.60	-	-	-	15,466.00	3,830.00	4,947.00	18,529.00	-	43,935.00
455	14,537.00	65,301.00	35,835.00	33,485.20	-	7,777.00	-	36,634.00	7,407.00	15,830.00	86,405.00	-	113,846.00
456	7,500.00	16,691.00	18,353.00	14,350.80	-	-	-	15,319.00	2,056.00	5,287.00	20,516.00	-	45,693.00
457	21,933.00	54,191.00	35,835.00	-	-	57,851.00	-	31,762.00	16,758.00	13,584.00	73,439.00	-	161,770.00
458	7,500.00	17,748.00	17,698.00	-	-	7,777.00	-	15,783.00	3,408.00	6,971.00	31,126.00	-	54,934.00
460	7,500.00	25,921.00	53,966.00	9,567.20	-	-	-	19,366.00	8,055.00	8,503.00	40,540.00	-	64,223.00
461	7,500.00	17,901.00	23,597.00	-	-	34,025.00	-	15,849.00	3,436.00	6,395.00	27,484.00	-	50,751.00
462	8,564.00	34,562.00	44,573.00	-	-	3,024.00	-	23,155.00	8,393.00	10,596.00	53,549.00	-	73,632.00
463	9,401.00	32,020.00	41,512.00	4,783.60	-	7,777.00	-	22,041.00	8,477.00	10,645.00	54,083.00	-	78,214.00
464	7,764.00	33,077.00	73,414.00	-	36,234.37	-	-	22,504.00	7,182.00	9,150.00	44,665.00	-	71,248.00
465	7,500.00	14,638.00	28,402.00	4,783.60	31,000.00	34,025.00	-	14,419.00	4,168.00	4,614.00	16,498.00	-	40,415.00

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
466	12,156.00	26,877.00	-	-	-	78,266.00	-	19,785.00	4,816.00	8,827.00	45,215.00	-	80,179.00
468	7,500.00	26,063.00	31,135.00	-	-	-	-	19,429.00	8,815.00	6,032.00	25,439.00	-	47,140.00
469	7,500.00	21,530.00	-	-	-	3,024.00	-	17,441.00	3,887.00	5,426.00	22,397.00	-	46,541.00
470	7,500.00	7,919.00	-	-	-	-	-	11,472.00	1,887.00	4,500.00	16,384.00	-	49,827.00
472	7,500.00	12,767.00	22,070.00	-	-	-	-	13,598.00	2,084.00	4,257.00	14,214.00	-	40,044.00
473	7,500.00	15,248.00	49,161.00	-	-	-	-	14,686.00	9,548.00	5,592.00	22,917.00	-	42,937.00
474	7,500.00	13,215.00	48,506.00	-	-	-	-	13,795.00	4,168.00	4,848.00	18,038.00	-	40,245.00
475	12,179.00	73,047.00	39,113.00	4,783.60	-	7,777.00	-	40,030.00	11,547.00	13,746.00	73,408.00	-	96,187.00
476	7,500.00	33,820.00	16,826.00	4,783.60	-	7,777.00	-	22,830.00	11,519.00	8,114.00	38,455.00	-	57,677.00
477	7,500.00	29,225.00	125,636.00	-	-	-	-	20,815.00	11,294.00	9,304.00	45,932.00	-	57,623.00
478	7,500.00	12,961.00	20,104.00	-	-	-	-	13,683.00	3,999.00	5,558.00	22,266.00	-	46,135.00
479	7,500.00	12,351.00	26,875.00	-	-	-	-	13,416.00	4,760.00	3,657.00	10,547.00	-	37,399.00
480	8,078.00	29,083.00	34,085.00	-	-	3,024.00	-	20,752.00	2,507.00	8,592.00	41,383.00	-	68,418.00
481	7,500.00	26,938.00	79,529.00	-	-	-	-	19,812.00	11,829.00	7,757.00	35,965.00	-	61,047.00
482	7,500.00	22,567.00	41,512.00	-	31,680.00	34,025.00	-	17,895.00	3,408.00	6,768.00	29,917.00	-	57,018.00
483	4,500.00	7,675.00	30,368.00	-	-	-	-	11,365.00	1,803.00	2,990.00	6,391.00	-	34,002.00
485	5,625.00	10,368.00	-	-	3,400.00	3,024.00	-	12,546.00	817.00	3,379.00	8,635.00	-	33,669.00
486	4,500.00	3,680.00	8,305.00	-	-	-	-	9,614.00	1,380.00	2,667.00	4,209.00	-	17,735.60
487	7,500.00	23,278.00	-	-	-	7,777.00	-	18,207.00	5,661.00	5,713.00	23,171.00	-	47,741.00
488	4,738.00	8,773.00	26,658.00	-	-	-	-	11,847.00	1,887.00	3,289.00	8,135.00	-	34,916.00
489	7,500.00	13,540.00	-	4,783.60	-	7,777.00	-	13,937.00	1,662.00	4,026.00	13,086.00	-	45,121.00
491	8,769.00	32,528.00	-	47,836.00	-	7,777.00	-	22,264.00	2,732.00	9,924.00	49,692.00	-	71,734.00
492	7,500.00	27,823.00	33,213.00	-	-	-	-	20,200.00	5,886.00	6,430.00	27,647.00	-	57,188.00
493	11,836.00	49,687.00	39,984.00	4,783.60	-	7,777.00	-	29,788.00	9,153.00	13,830.00	74,117.00	-	95,579.00
494	7,500.00	18,044.00	48,506.00	-	-	-	-	15,912.00	6,168.00	6,140.00	25,799.00	-	50,907.00
495	7,500.00	30,089.00	46,978.00	-	-	-	-	21,194.00	7,266.00	8,590.00	41,335.00	-	67,731.00
496	7,500.00	20,219.00	35,835.00	-	-	-	-	16,866.00	2,422.00	5,596.00	23,017.00	-	55,681.00
497	7,500.00	11,182.00	-	-	-	7,777.00	-	12,903.00	3,774.00	5,073.00	20,253.00	-	43,444.00
498	7,500.00	20,330.00	39,657.00	-	-	-	-	16,915.00	2,591.00	6,394.00	27,955.00	-	59,348.00
499	7,500.00	21,347.00	79,641.00	4,783.60	-	-	-	17,360.00	1,859.00	5,540.00	22,073.00	-	49,809.00
508	7,500.00	17,281.00	-	-	-	-	-	15,577.00	-	2,000.00	-	-	47,045.00
511	7,500.00	19,761.00	70,792.00	-	-	-	-	16,665.00	4,196.00	5,216.00	20,427.00	-	47,700.00
513	7,500.00	14,994.00	38,673.00	-	10,000.00	-	-	14,575.00	4,647.00	4,441.00	15,737.00	-	40,603.00
518	4,500.00	16,772.00	-	-	-	-	-	15,355.00	-	4,465.00	15,499.00	-	23,874.80
523	8,883.00	31,238.00	-	-	32,000.00	-	-	21,697.00	6,731.00	5,701.00	23,476.00	-	55,363.00
528	7,500.00	30,495.00	45,228.00	4,783.60	-	-	-	21,372.00	4,028.00	5,155.00	19,954.00	-	53,352.00
531	4,500.00	3,761.00	-	-	-	-	-	9,649.00	1,577.00	2,687.00	4,315.00	-	19,979.60
532	7,500.00	25,647.00	54,405.00	-	-	-	-	19,246.00	4,084.00	5,521.00	22,458.00	-	56,102.00
534	8,246.00	21,073.00	18,353.00	-	-	7,777.00	-	17,240.00	8,196.00	5,904.00	25,201.00	-	68,337.00
540	4,500.00	1,017.00	-	-	-	-	-	8,446.00	-	2,000.00	-	-	7,628.00
544	7,500.00	14,231.00	-	-	-	-	-	14,240.00	-	2,000.00	-	-	45,592.00
550	5,013.00	9,657.00	-	-	-	-	-	12,234.00	-	2,000.00	-	-	36,184.00
553	4,500.00	9,149.00	-	-	-	-	-	12,012.00	-	2,000.00	-	-	34,849.00
555	7,500.00	13,032.00	-	-	-	-	-	13,714.00	1,774.00	3,446.00	9,368.00	25,030.00	34,905.00
559	7,500.00	20,330.00	13,326.00	4,783.60	-	34,025.00	-	16,915.00	3,211.00	6,618.00	28,880.00	-	52,161.00
	4,000,000.00	19,142,870.00	26,146,800.00	8,907,063.20	964,221.95	6,507,917.00	26,309.80	9,850,000.00	4,715,000.00	4,021,602.00	22,866,810.00	2,624,768.00	26,500,000.00

ATTACHMENT 1

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)

2020-2021

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
001	131,306.35	148,020,249.26
002	146,658.53	230,091,886.23
003	126,222.82	32,607,097.39
011	1,712.77	1,664,395.43
013	5,064.82	2,363,931.26
021	2,803.70	7,884,102.54
025	26,498.59	71,004,740.49
033	1,571.80	8,099,464.87
041	3,040.41	6,547,919.04
044	9,534.49	3,131,807.62
052	5,043.31	12,757,880.74
055	9,542.42	24,494,251.74
058	(460.58)	5,248,609.09
059	147.28	5,267,544.44
060	1,974.35	13,308,778.07
061	16,072.53	19,384,970.82
071	8,323.70	2,500,375.29
072	1,620.39	2,733,578.31
073	5,837.76	2,086,524.41
083	7,503.26	6,380,786.46
084	35,993.43	22,569,093.78
091	29,393.22	58,739,595.73
092	20.70	688,543.41
093	15,929.06	78,617,218.01
101	12,427.53	8,470,687.73
111	61.44	3,109,894.11
121	564.29	1,849,557.53
131	50,882.59	81,485,148.96
132	24,083.94	35,953,840.11
133	65.16	3,659,327.94
134	11,932.10	23,859,145.64
135	268.23	3,240,857.00
136	234.75	5,951,134.15
137	1,650.74	6,873,489.34
139	37,819.18	59,856,982.20
148	2,548.12	4,082,668.54
149	6,838.57	1,675,628.08
150	2,644.62	6,483,181.81
151	83,753.97	34,296,930.06
161	2,251.13	1,637,517.45
171	15,266.57	9,077,332.54
181	867.67	2,652,931.36
182	2,571.66	2,020,260.94
191	-	166,983.17
192	3,553.16	3,192,848.44

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
193	4,283.30	21,591,395.93
201	3,035.05	13,084,597.84
202	662.83	5,007,731.20
215	3,340.09	13,900,966.73
221	15,067.44	14,993,276.26
231	1,907.06	8,189,715.80
232	1,531.78	7,045,069.93
233	432.57	2,779,199.19
234	627.36	1,637,799.99
242	1,897.72	3,299,931.73
243	227.66	1,667,279.86
244	11,383.53	8,676,954.20
251	10,419.49	37,217,715.90
252	1,480.11	4,897,330.13
253	2,461.44	4,678,076.18
261	7,021.12	25,259,499.70
262	710.99	4,200,557.88
271	41,928.08	58,795,741.08
272	45,146.51	25,803,072.37
273	21,327.23	34,854,149.68
274	2,149.75	1,775,012.86
281	16,487.26	12,936,060.17
282	1,009.71	2,668,994.69
283	136.77	2,307,280.07
285	1,604.41	3,427,622.49
287	1,888.69	2,362,765.09
288	4,756.76	2,213,430.34
291	2,278.71	4,977,022.24
292	(25.96)	1,621,003.01
302	81.97	1,852,321.79
304	337.13	3,174,522.83
305	-	1,877,171.06
312	3,712.50	3,657,144.34
314	56.18	1,944,524.77
316	746.81	1,995,627.27
321	6,261.77	31,270,143.77
322	5,963.29	10,454,890.26
331	13,497.81	26,381,253.45
340	16,601.17	27,510,922.82
341	613.60	3,753,870.22
342	1,259.55	1,550,893.44
351	1,505.60	35,862,793.24
363	6,620.57	5,842,656.51
364	-	203,946.97
365	3,193.21	3,624,553.05
370	4,250.07	7,685,502.76

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
371	8,790.79	8,174,670.53
372	3,159.29	6,250,144.20
373	5,750.42	10,502,747.12
381	1,761.91	9,797,569.88
382	887.65	1,771,560.38
383	-	305,717.04
391	5,559.12	6,951,824.19
392	147.17	1,518,124.45
393	743.91	3,573,853.40
394	-	361,979.92
401	5,541.97	11,532,535.09
411	30,040.07	56,031,607.72
412	1,334.86	7,894,923.00
413	2,439.25	10,354,318.31
414	1,336.65	12,206,744.80
415	28.42	2,617,753.03
416	-	153,106.12
417	607.23	2,633,481.62
418	-	3,300,093.39
421	6,903.57	8,935,624.57
422	2,455.66	1,955,762.59
431	1,524.15	9,309,906.21
432	1,344.86	1,753,457.12
433	462.09	1,691,497.98
768	5.93	2,054,825.39
785	-	2,057,851.15
795	4,295.00	8,139,551.11
796	248.06	2,846,216.05
751	-	1,980,224.59
794	8.90	1,718,967.89
813	159.33	1,364,744.30
790	-	1,089,926.18
451	401.49	2,958,513.64
452	7,181.27	22,690,704.09
453	1,851.39	4,636,425.57
454	61.02	1,781,734.12
455	7,011.05	7,884,385.08
456	40.89	2,094,452.38
457	(2,399.89)	10,446,720.72
458	-	3,374,852.60
460	670.44	3,326,431.43
461	76.83	2,689,018.86
462	2,528.48	4,438,915.11
463	(149.47)	5,249,050.90
464	2,687.84	4,113,546.39
465	1,507.47	1,723,017.64

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
466	-	6,407,207.88
468	842.03	2,153,876.11
469	-	3,048,198.41
470	-	2,943,558.99
472	1,775.04	1,334,058.94
473	3,468.72	1,551,466.25
474	707.52	1,400,803.58
475	1,961.10	6,480,732.87
476	309.43	3,237,239.31
477	4,348.23	2,726,410.64
478	-	2,014,850.01
479	991.86	1,390,218.14
480	-	4,026,804.15
481	1,077.25	3,256,435.32
482	796.81	2,880,123.90
483	34.90	892,698.46
485	853.17	1,308,664.91
486	150.44	464,818.57
487	4,002.64	2,570,217.67
488	6,784.20	937,797.76
489	-	2,254,766.05
491	7,355.82	4,618,691.89
492	682.30	2,928,335.23
493	1,967.13	6,642,388.15
494	639.65	2,325,906.90
495	-	3,577,032.90
496	9.26	2,427,902.19
497	-	1,896,504.76
498	903.43	3,077,214.44
499	5,062.02	1,919,495.01
508	-	1,568,550.31
511	2,197.96	1,979,719.46
513	1,104.17	1,603,744.68
518	-	1,085,804.66
523	483.59	4,579,534.40
528	3,300.07	2,427,819.20
531	-	575,612.27
532	20.27	2,586,198.20
534	0.55	4,117,229.58
540	-	135,249.43
544	-	1,411,311.74
550	-	918,026.40
553	-	743,559.84
555	6,170.66	1,295,990.80
559	-	3,043,231.04
	1,286,524.51	1,955,306,761.87

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021

2020-2022 Federal Final Allocations Authorized through the Every Student Succeeds Act
Updated 11/09/2020

School Year	Local Education Agency Number	Local Education Agency	Title I-A Improving Basic Programs	Set-aside to support Neglected and At-Risk Youth, included in Title I-A allocation.	Title I-C Education of Migratory Children	Title I-C ID&R	Title II-A Supporting Effective Instruction	Title III-A English Language Acquisition	Title III-A Immigrant	English Learner	Title IV-A Student Support and Academic Enrichment	Title V-B Rural Education Program	Title I-D Neglected or Delinquent, Subpart 1	Title I-D Neglected or Delinquent, Subpart 2	Title IX-A Homeless Children and Youths
2020-2021	1	BOISE INDEPENDENT DISTRICT	$4,493,376	$21,435			$723,979	$262,848	$41,616	$527,945	$457,787			$33,013	$31,400
2020-2021	2	JOINT SCHOOL DISTRICT NO. 2	$4,227,440				$846,367	$187,868	$27,370	$377,971	$369,726				$24,840
2020-2021	3	KUNA JOINT DISTRICT	$890,766		$92,056		$126,659	$24,473		$49,155	$102,387				
2020-2021	11	MEADOWS VALLEY DISTRICT	$59,041				$10,626			$837	$10,000				
2020-2021	13	COUNCIL DISTRICT	$64,250				$11,788				$10,000				
2020-2021	21	MARSH VALLEY JOINT DISTRICT	$205,353				$44,187				$19,813				
2020-2021	25	POCATELLO DISTRICT	$2,598,524	$15,428			$437,107	$12,497		$25,101	$256,300			$90,043	$12,440
2020-2021	33	BEAR LAKE COUNTY DISTRICT	$181,296				$35,226			$209	$17,882				
2020-2021	41	ST MARIES JOINT DISTRICT	$161,564				$32,940			$418	$15,936				
2020-2021	44	PLUMMER-WORLEY JOINT DISTRICT	$285,915				$40,876				$28,201	$6,440			
2020-2021	52	SNAKE RIVER DISTRICT	$319,711		$15,972		$51,237	$10,310		$20,708	$36,748	$34,222			
2020-2021	55	BLACKFOOT DISTRICT	$699,474		$51,964	$58,808	$136,047	$36,241		$72,791	$56,497				$7,717
2020-2021	58	ABERDEEN DISTRICT	$153,444		$88,657		$27,999	$25,931		$52,084	$16,070				
2020-2021	59	FIRTH DISTRICT	$87,902				$21,623			$3,765	$10,000				
2020-2021	60	SHELLEY JOINT DISTRICT	$258,656		$17,105		$54,768	$11,351		$22,800	$25,512				
2020-2021	61	BLAINE COUNTY DISTRICT	$282,844				$68,565	$77,584		$155,832	$28,795				
2020-2021	71	GARDEN VALLEY DISTRICT	$90,272				$9,744				$10,000			$20,330	
2020-2021	72	BASIN SCHOOL DISTRICT	$65,100				$14,818			$837	$10,000				
2020-2021	73	HORSESHOE BEND SCHOOL DISTRICT	$50,761				$9,173			$628	$10,000				
2020-2021	83	WEST BONNER COUNTY DISTRICT	$417,566				$58,540			$209	$45,330	$18,414			
2020-2021	84	LAKE PEND OREILLE SCHOOL DISTRICT	$777,479	$17,638			$146,943			$6,693	$68,399			$71,528	$3,880
2020-2021	91	IDAHO FALLS DISTRICT	$2,014,250		$78,351		$351,241	$75,085		$150,812	$198,671			$51,720	
2020-2021	92	SWAN VALLEY ELEMENTARY DISTRICT					$1,456								
2020-2021	93	BONNEVILLE JOINT DISTRICT	$1,530,312		$55,795		$291,695	$65,608		$131,778	$150,939				
2020-2021	101	BOUNDARY COUNTY DISTRICT	$484,728		$17,915		$87,049			$1,464	$40,826	$26,915			
2020-2021	111	BUTTE COUNTY JOINT DISTRICT	$87,569				$14,687			$628	$10,000				
2020-2021	121	CAMAS COUNTY DISTRICT	$26,328				$5,843				$10,000				
2020-2021	131	NAMPA SCHOOL DISTRICT	$3,646,265		$351,552	$67,179	$536,398	$197,449		$417,087	$410,389			$51,115	$38,295
2020-2021	132	CALDWELL DISTRICT	$1,940,554		$632,794		$305,425	$129,654		$260,418	$191,403			$118,847	$17,650
2020-2021	133	WILDER DISTRICT	$198,407		$54,230		$24,477	$15,621		$31,376	$21,538				
2020-2021	134	MIDDLETON DISTRICT	$345,383		$94,215		$73,627	$12,184		$24,473	$35,414				
2020-2021	135	NOTUS DISTRICT	$78,390				$11,426			$8,367	$10,000				
2020-2021	136	MELBA JOINT DISTRICT	$116,327		$38,312		$21,807			$14,014	$11,474				
2020-2021	137	PARMA DISTRICT	$188,556		$59,950		$36,002	$10,414		$20,917	$18,598				
2020-2021	139	VALLIVUE SCHOOL DISTRICT	$1,234,927		$538,093		$242,508	$123,405	$15,206	$247,868	$121,805				$12,330
2020-2021	148	GRACE JOINT DISTRICT	$63,650		$0		$13,867			$0	$10,000				
2020-2021	149	NORTH GEM DISTRICT	$18,187				$3,710				$10,000				
2020-2021	150	SODA SPRINGS JOINT DISTRICT	$97,116				$22,048				$10,000				
2020-2021	151	CASSIA COUNTY JOINT DISTRICT	$941,711		$351,498	$77,585	$183,002	$73,418		$147,466	$88,096				
2020-2021	161	CLARK COUNTY DISTRICT	$34,532				$5,902			$6,275	$10,000				
2020-2021	171	OROFINO JOINT DISTRICT	$254,584				$45,134			$209	$20,500			$139,489	$6,090
2020-2021	181	CHALLIS JOINT DISTRICT	$144,665				$21,632			$628	$10,000				
2020-2021	182	MACKAY JOINT DISTRICT	$25,209				$4,231				$10,000				
2020-2021	192	GLENNS FERRY JOINT DISTRICT	$159,301		$9,389		$24,282			$11,504	$11,540				
2020-2021	193	MOUNTAIN HOME DISTRICT	$899,462		$203,431		$164,108	$28,118		$56,476	$76,169		$9,576	$41,960	
2020-2021	201	PRESTON JOINT DISTRICT	$258,856				$63,439			$16,315	$23,228				
2020-2021	202	WEST SIDE JOINT DISTRICT	$80,935				$19,010			$628	$10,000				
2020-2021	215	FREMONT COUNTY JOINT DISTRICT	$522,743		$18,670		$93,785	$16,766		$33,677	$50,453	$42,022		$33,013	$3,300
2020-2021	221	EMMETT INDEPENDENT DISTRICT	$621,995		$30,326		$109,120	$10,831		$21,754	$61,006	$46,167		$37,415	
2020-2021	231	GOODING JOINT DISTRICT	$280,715		$60,705		$46,845	$21,661		$43,508	$28,092	$26,115			
2020-2021	232	WENDELL DISTRICT	$221,111		$63,403		$42,791	$42,593		$85,551	$18,571				$4,380
2020-2021	233	HAGERMAN JOINT DISTRICT	$84,246				$15,883			$5,229	$10,000				
2020-2021	234	BLISS JOINT DISTRICT	$32,259				$4,969			$3,765	$10,000				
2020-2021	242	COTTONWOOD JOINT DISTRICT	$78,131				$12,156				$10,000				
2020-2021	243	SALMON RIVER JOINT SCHOOL DISTRICT	$36,012				$5,504				$10,000				
2020-2021	244	MOUNTAIN VIEW SCHOOL DISTRICT	$257,569				$51,785				$24,760				
2020-2021	251	JEFFERSON COUNTY JOINT DISTRICT	$616,631		$19,911		$135,621	$29,472		$59,195	$65,371				$3,000
2020-2021	252	RIRIE JOINT DISTRICT	$51,543				$12,511			$4,602	$10,000				
2020-2021	253	WEST JEFFERSON DISTRICT	$88,528		$30,056		$21,258			$10,668	$10,000				
2020-2021	261	JEROME JOINT DISTRICT	$802,062		$201,488		$156,224	$103,098	$30,411	$207,079	$77,962				
2020-2021	262	VALLEY DISTRICT	$97,111				$20,561	$11,872		$23,845	$10,000				
2020-2021	271	COEUR D'ALENE DISTRICT	$1,835,202	$9,554			$307,191			$17,989	$205,049			$169,989	$15,920

2020-2021	272	LAKELAND DISTRICT	$797,383				$134,569			$3,974	$90,115				
2020-2021	273	POST FALLS DISTRICT	$1,104,282				$191,301			$8,367	$114,161				
2020-2021	274	KOOTENAI DISTRICT	$49,110				$8,255				$10,000				
2020-2021	281	MOSCOW DISTRICT	$345,662				$72,265			$14,851	$34,094				
2020-2021	282	GENESEE JOINT DISTRICT	$39,288				$6,792				$10,000				
2020-2021	283	KENDRICK JOINT DISTRICT	$30,973				$5,174				$10,000				
2020-2021	285	POTLATCH DISTRICT	$72,924				$16,927				$10,000				
2020-2021	287	TROY SCHOOL DISTRICT	$31,172				$8,127				$10,000				
2020-2021	288	WHITEPINE JOINT SCHOOL DISTRICT	$37,637				$8,430				$10,000				
2020-2021	291	SALMON DISTRICT	$248,575				$39,289				$24,518	$14,900		$4,402	$4,560
2020-2021	292	SOUTH LEMHI DISTRICT	$20,638				$2,840			$837	$10,000				
2020-2021	302	NEZPERCE JOINT DISTRICT	$22,008				$4,851				$10,000				
2020-2021	304	KAMIAH JOINT DISTRICT	$376,224				$47,297				$30,863				
2020-2021	305	HIGHLAND JOINT DISTRICT	$31,791				$5,778				$10,000				
2020-2021	312	SHOSHONE JOINT DISTRICT	$104,228		$14,300		$20,590	$14,371		$28,866	$10,210				
2020-2021	314	DIETRICH DISTRICT	$53,883		$41,765		$9,844			$4,183	$10,000				$3,000
2020-2021	316	RICHFIELD DISTRICT	$55,077				$9,451			$3,765	$10,000				
2020-2021	321	MADISON DISTRICT	$1,047,209		$21,368		$198,554	$18,329		$36,814	$98,935				
2020-2021	322	SUGAR-SALEM JOINT DISTRICT	$215,650				$46,491			$11,504	$16,655				
2020-2021	331	MINIDOKA COUNTY JOINT DISTRICT	$774,036		$328,295		$147,991	$64,046		$128,640	$76,345			$33,013	$6,075
2020-2021	340	LEWISTON INDEPENDENT DISTRICT	$770,868				$146,568			$2,928	$76,033			$43,892	$7,040
2020-2021	341	LAPWAI DISTRICT	$169,272				$21,344				$17,896				
2020-2021	342	CULDESAC JOINT DISTRICT	$30,488				$4,804				$10,000				
2020-2021	351	ONEIDA COUNTY DISTRICT	$135,803				$28,442			$2,719	$13,395				
2020-2021	363	MARSING JOINT DISTRICT	$265,002	$40,597	$76,570		$34,507	$16,871		$33,886	$27,405				$4,200
2020-2021	364	PLEASANT VALLEY ELEMENTARY DISTRICT													
2020-2021	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTR	$115,862		$12,519		$19,502			$8,367	$11,428				
2020-2021	370	HOMEDALE JOINT DISTRICT	$276,747		$114,126		$44,262	$17,600		$35,350	$29,047	$22,929			
2020-2021	371	PAYETTE JOINT DISTRICT	$438,251		$74,573		$69,301	$15,933		$32,003	$43,226	$28,767			$14,231
2020-2021	372	NEW PLYMOUTH DISTRICT	$187,597		$42,251		$31,829			$8,367	$19,075				
2020-2021	373	FRUITLAND DISTRICT	$208,869		$66,695		$44,245	$15,621		$31,376	$20,601				
2020-2021	381	AMERICAN FALLS JOINT DISTRICT	$360,172		$50,453		$62,556	$35,095		$70,491	$35,525	$26,928			$3,975
2020-2021	382	ROCKLAND DISTRICT	$27,416				$5,406				$10,000				
2020-2021	391	KELLOGG JOINT DISTRICT	$321,213	$4,944			$53,148			$418	$31,682	$20,537			$3,615
2020-2021	392	MULLAN DISTRICT	$61,292				$7,684				$10,000				
2020-2021	393	WALLACE DISTRICT	$163,700				$27,991			$209	$13,678				
2020-2021	394	AVERY ELEMENTARY DISTRICT					$1,589								
2020-2021	401	TETON COUNTY DISTRICT	$250,255				$51,146	$33,221		$66,726	$24,683				
2020-2021	411	TWIN FALLS DISTRICT	$2,173,445	$12,288	$258,794		$370,458	$94,871		$190,555	$180,379			$39,616	$16,840
2020-2021	412	BUHL JOINT DISTRICT	$335,302		$33,995		$65,639	$22,286		$44,763	$30,816				
2020-2021	413	FILER DISTRICT	$228,309		$57,576		$42,003			$14,224	$24,627				
2020-2021	414	KIMBERLY DISTRICT	$177,714		$75,221		$42,829	$10,414		$20,917	$16,818				
2020-2021	415	HANSEN DISTRICT	$92,980		$37,718		$16,629			$7,530	$10,000				
2020-2021	416	THREE CREEK JOINT ELEMENTARY DISTRICT													
2020-2021	417	CASTLEFORD DISTRICT	$64,353				$10,889			$6,903	$10,000				
2020-2021	418	MURTAUGH JOINT DISTRICT	$47,136		$49,374		$9,585			$8,785	$10,000				
2020-2021	421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	$111,079				$20,015			$7,948	$12,602				
2020-2021	422	CASCADE DISTRICT	$190,800				$22,227			$209	$16,594	$4,196			
2020-2021	431	WEISER DISTRICT	$322,473		$39,121		$59,710	$13,746		$27,611	$27,436				$3,210
2020-2021	432	CAMBRIDGE JOINT DISTRICT	$44,140				$5,700				$10,000				
2020-2021	433	MIDVALE DISTRICT	$33,436				$4,362				$10,000				
2020-2021	451	VICTORY CHARTER SCHOOL, INC.	$43,328				$7,786			$1,464	$10,000				
2020-2021	452	IDAHO VIRTUAL ACADEMY, INC.	$519,010				$74,616			$1,464	$52,473				$4,335
2020-2021	454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC	$40,263				$7,350			$1,673	$10,000				
2020-2021	455	COMPASS PUBLIC CHARTER SCHOOL, INC.	$82,562				$18,623			$5,020	$10,000				
2020-2021	456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC	$25,480				$3,719			$628	$10,000				
2020-2021	457	INSPIRE ACADEMICS, INC.	$261,776				$48,140			$3,347	$18,179				$3,000
2020-2021	458	LIBERTY CHARTER SCHOOL, INC.	$44,041				$8,002			$837	$10,000				
2020-2021	460	THE ACADEMY, INC.	$57,462				$8,519			$628	$10,000				
2020-2021	461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOO	$48,577				$9,307			$628	$10,000				
2020-2021	462	XAVIER CHARTER SCHOOL, INC.	$57,947				$12,188			$4,183	$10,000				
2020-2021	463	VISION CHARTER SCHOOL, INC.	$73,701				$16,900			$3,765	$10,000				
2020-2021	464	WHITE PINE CHARTER SCHOOL, INC.	$50,112				$11,004			$628	$10,000				
2020-2021	465	NORTH VALLEY ACADEMY, INC.	$48,162				$8,144			$2,092	$10,000				
2020-2021	466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	$149,775				$26,421			$837	$13,090				
2020-2021	468	IDAHO SCIENCE AND TECHNOLOGY CHARTER	$74,905				$13,965			$2,301	$10,000				
2020-2021	472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATI	$18,433				$4,119				$10,000				
2020-2021	473	THE VILLAGE CHARTER SCHOOL, INC.	$51,541				$9,241			$4,393	$10,000				$3,000
2020-2021	474	MONTICELLO MONTESSORI CHARTER SCHOOL	$49,417				$8,779			$1,046	$10,000				
2020-2021	475	THE SAGE INTERNATIONAL SCHOOL OF BOISE,	$132,817				$24,928			$4,602	$10,996				
2020-2021	476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL	$127,495				$21,872			$2,301	$12,245				
2020-2021	477	BLACKFOOT CHARTER COMMUNITY LEARNING	$130,383				$24,341			$4,183	$10,020				

2020-2021	478	LEGACY PUBLIC CHARTER SCHOOL, INC.	$39,400				$5,902			$1,673	$10,000				
2020-2021	479	HERITAGE ACADEMY, INC.	$51,416				$5,922			$5,648	$10,000				
2020-2021	480	NORTH IDAHO STEM CHARTER ACADEMY, INC.					$14,433								
2020-2021	481	HERITAGE COMMUNITY CHARTER SCHOOL, IN	$123,919				$20,944	$17,287		$34,722	$12,223				
2020-2021	482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	$40,277				$9,053			$209	$10,000				
2020-2021	483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	$43,530				$7,284				$10,000	$0			
2020-2021	485	IDAHO STEM ACADEMY, INC.	$21,253				$3,720			$418	$10,000				
2020-2021	487	SANDPOINT CHARTER SCHOOL, INC.	$77,360				$13,940				$10,000				$3,000
2020-2021	488	SYRINGA MOUNTAIN SCHOOL, INC.	$21,281				$3,256			$1,046	$10,000				
2020-2021	489	IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.								$209					
2020-2021	490	IDAHO DISTANCE EDUCATION ACADEMY, INC.								$0					
2020-2021	492	ANSER OF IDAHO, INC.	$44,307				$8,958								
2020-2021	493	NORTH STAR CHARTER SCHOOL, INC.					$5,574			$1,046					
2020-2021	494	THE POCATELLO COMMUNITY CHARTER SCHO	$69,490				$12,417			$418	$10,000				
2020-2021	495	ALTURAS INTERNATIONAL ACADEMY, INC.	$71,420				$15,445			$1,464	$10,000				
2020-2021	496	GEM PREP: POCATELLO, LLC	$69,933				$10,175			$209	$10,000	$3,611			
2020-2021	497	PATHWAYS IN EDUCATION - NAMPA, INC.	$38,131				$6,384			$1,673					
2020-2021	498	GEM PREP: MERIDIAN, LLC	$77,544				$13,912			$1,046	$10,000				
2020-2021	499	FUTURE PUBLIC SCHOOL, INC.	$61,546				$10,054			$8,785	$10,000				
2020-2021	508	HAYDEN CANYON CHARTER SCHOOL, INC.	$27,874				$6,554								
2020-2021	511	PEACE VALLEY CHARTER SCHOOL, INC.	$24,736				$5,090			$1,255	$10,000				
2020-2021	513	PROJECT IMPACT STEM ACADEMY, INC.	$37,703				$5,747				$10,000				$3,000
2020-2021	523	ELEVATE ACADEMY INC.	$81,165				$11,711			$8,994	$10,000				
2020-2021	528	FORGE INTERNATIONAL, LLC	$33,045				$7,990			$1,046	$10,000				
2020-2021	531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC	$21,406				$3,702								
2020-2021	532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	$29,240				$6,239			$2,092	$10,000				
2020-2021	534	GEM PREP: ONLINE LLC	$103,519				$9,356			$209	$11,900				
2020-2021	544	MOSAICS PUBLIC SCHOOL, INC.	$34,893				$7,352								
2020-2021	550	DORAL ACADEMY OF IDAHO, INC.	$13,356				$2,741								
2020-2021	553	PINECREST ACADEMY OF IDAHO, INC.	$0				$1,520								
2020-2021	555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)								$2,301					$3,000
2020-2021	559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	$31,676				$7,467			$1,883					
2020-2021	596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND								$0					
2020-2021	671	IDAHO DEPARTMENT OF CORRECTIONS											$162,785		
2020-2021	709	IDAHO DEPARTMENT OF JUVENILE CORRECTIONS					$50,685			$0			$323,177		

CARES & CRRSA - FY20, FY21, FY22 DRAW DOWN OVERVIEW

CARES ACT GRANTS	Appropriated	Awarded	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	$99,231,514	$99,214,335	$17,179	99.98%	183	182	99.45%
CARES Coronavirus Relief - CFAC - Technology	$1,000,000	$1,000,000	$999,496	$504	99.95%	65	65	100.00%
CARES Coronavirus Relief - CFAC - Blended Learning	$24,920,000	$24,920,000	$24,873,119	$46,881	99.81%	174	174	100.00%
CARES Coronavirus Relief - CFAC - Non ESSER I	$1,000,000	$1,000,000	$998,040	$1,960	99.80%	53	50	94.34%
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	$10,000,000	$10,000,000	$9,705,524	$294,476	97.06%	177	160	90.40%
CARES Coronavirus Relief - CFAC - Child Nutrition	$2,000,000	$1,723,004	$1,667,389	$55,615	96.58%	107	102	95.33%
CARES ESSER I								
CARES ESSER I - Flow Through	$43,069,226	$43,069,226	$41,681,882	$1,387,344	96.78%	154	149	96.75%
CARES ESSER I - State Set-Aside LMS	$3,785,469	$3,784,437	$2,869,114	$915,324	75.81%	182	136	74.73%
CARES ESSER I - State Set-Aside SEL	$1,000,000	$995,128	$678,126	$317,002	68.14%	182	134	73.63%
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	**$231,629,391**	**$231,205,276**	**$228,168,993**	**$3,036,283**				

CRRSA ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
CRRSA ESSER II								
CRRSA Act - ESSER II F/T	$176,301,372	$176,301,372	$60,743,173	$115,558,199	34.45%	161	123	76.40%
CRRSA Act - ESSER II Set Aside	$19,589,041	$11,780,761	$5,644,825	$6,135,936	47.92%	94	45	47.87%
Grand Total	**$195,890,413**	**$188,082,133**	**$66,387,997**	**$121,694,136**				

ARP ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
ARP ESSER III								
ARP Act - ESSER III FT- Learning Loss	$78,718,367	$79,223,746	$5,302,152	$73,921,594	6.69%	161	60	37.27%
ARP Act - ESSER III FT- Discretionary	$314,873,466	$316,894,984	$5,326,267	$311,568,717	1.68%	161	47	29.19%
ARP Act - ESSER III - Set Aside	$11,003,298.00	$11,003,298.00	$214,440.55	$10,788,857.45	0.019488752	59	5	8.47%
ARP Act Homeless								
ARP Act Homeless I	$720,464	$720,464	$38,838	$681,626	5.39%	34	11	32.35%
ARP Act Homeless II	$1,509,909	$1,509,909	$8,989	$1,500,920	0.60%	57	5	8.77%
Grand Total	**$405,315,595**	**$407,842,492**	**$10,881,698**	**$396,960,794**				

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CARES and CRRSA - FY20 & FY 21 REIMBURSEMENTS BY CATEGORY

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	$ 68,305,301.75	$ 5,336,988.73	$ 18,001,243.26	$ 248,936.92	$ 7,224,313.03	$ -	$ 63,565.69	$ 31,405.90	$ 2,579.74	$ -	$ 99,214,335.02
CARES Coronavirus Relief - CFAC - Technology	$ 2,500.00	$ 90,994.11	$ 651,177.58	$ -	$ 254,824.60	$ -	$ -	$ -	$ -	$ -	$ 999,496.29
CARES Coronavirus Relief - CFAC - Blended Learning	$ 1,457,720.83	$ 1,851,731.18	$ 14,772,688.50	$ 427,015.21	$ 6,228,971.03	$ -	$ -	$ 134,992.08	$ -	$ -	$ 24,873,118.83
CARES Coronavirus Relief - CFAC - Non ESSER I	$ 236,319.92	$ 134,075.58	$ 428,214.91	$ 31,606.00	$ 166,307.93	$ -	$ -	$ 33.03	$ 1,483.06	$ -	$ 998,040.43
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	$ 9,705,524.42	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,705,524.42
CARES Coronavirus Relief - CFAC - Child Nutrition	$ 168,136.42	$ 1,785.15	$ -	$ 1,463,231.90	$ 3,431.91	$ 27,261.51	$ -	$ 3,542.34	$ -	$ -	$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	$ 18,940,248.70	$ 4,173,971.43	$ 104,179.71	$ 12,868,377.87	$ 3,178,449.81	$ 155,634.18	$ 766,647.36	$ 2,859.75	$ 1,491,513.43	$ -	$ 41,681,882.24
CARES ESSER I - State Set-Aside LMS	$ 56,820.09	$ 1,330,198.40	$ 47,512.50	$ 1,197,677.46	$ 117,957.48	$ -	$ 40,868.84	$ -	$ 78,079.11	$ -	$ 2,869,113.88
CARES ESSER I - State Set-Aside SEL	$ 172,938.27	$ 184,388.35	$ 44,834.97	$ 253,376.65	$ 8,000.00	$ -	$ 4,316.90	$ 3,372.76	$ 6,898.33	$ -	$ 678,126.23
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,481,967.00	$ 45,481,967.00
Grand Total	**$ 99,045,510.40**	**$ 13,104,132.93**	**$ 34,049,851.43**	**$ 16,490,222.01**	**$ 17,182,255.79**	**$ 182,895.69**	**$ 875,398.79**	**$ 176,205.86**	**$ 1,580,553.67**	**$ 45,481,967.00**	**$ 228,168,993.57**
Percentage	**43.4088%**	**5.7432%**	**14.9231%**	**7.2272%**	**7.5305%**	**0.0802%**	**0.3837%**	**0.0772%**	**0.6927%**	**19.9335%**	**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	$ 33,057,440.22	$ 8,931,490.98	$ 565,167.33	$ 10,115,516.42	$ 4,779,623.30	$ 32,979.39	$ 2,213,097.78	$ 12,206.66	$ 1,035,650.50	$ -	$ 60,743,172.58
CRRSA Act - ESSER II Set Aside	$ 2,661,706.89	$ 2,400,246.48	$ 3,495.43	$ 400,437.35	$ 178,938.69	$ -	$ -	$ -	$ -	$ -	$ 5,644,824.84
Grand Total	**$35,719,147**	**$11,331,737**	**$568,663**	**$10,515,954**	**$4,958,562**	**$32,979**	**$2,213,098**	**$12,207**	**$1,035,651**	**$0**	**$66,387,997**
Percentage	**53.8036%**	**17.0690%**	**0.8566%**	**15.8401%**	**7.4691%**	**0.0497%**	**3.3336%**	**0.0184%**	**1.5600%**	**0.0000%**	**100.0000%**

ARPA GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
ARP Act - ESSER III FT- Discretionary	$ 2,121,232.44	$ 993,787.65	$ 50,452.11	$ 1,008,557.99	$ 1,116,254.80	$ 377.10	$ 34,103.47	$ 1,501.60	$ -	$ -	$ 5,326,267.16
ARP Act - ESSER III FT- Learning Loss	$ 1,769,805.08	$ 141,302.75	$ 22,687.99	$ 3,112,608.20	$ 183,024.08	$ 3,180.14	$ -	$ 828.00	$ 68,715.29	$ -	$ 5,302,151.53
ARP Act - ESSER III - Set Aside	$ 96,226.60	$ 15,107.00	$ -	$ -	$ 103,106.95	$ -	$ -	$ -	$ -	$ -	$ 214,440.55
ARP Act- Homeless I	$ 3,935.63	$ 565.37	$ 3,947.10	$ 26,837.21	$ -	$ 1,892.62	$ -	$ 1,660.56	$ -	$ -	$ 38,838.49
ARP Act- Homeless II	$ 544.44	$ 4,100.00	$ -	$ 1,084.23	$ 3,260.00	$ -	$ -	$ -	$ -	$ -	$ 8,988.67
Grand Total	**$3,991,744**	**$1,154,863**	**$77,087**	**$4,149,088**	**$1,405,646**	**$5,450**	**$34,103**	**$3,990**	**$68,715**	**$0**	**$10,890,686**
Percentage	**36.6528%**	**10.6041%**	**0.7078%**	**38.0976%**	**12.9069%**	**0.0500%**	**0.3131%**	**0.0366%**	**0.6310%**	**0.0000%**	**100.0000%**

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Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL		
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance
1	BOISE INDEPENDENT DISTRICT	$812,076	$812,076	$0	$157,493	$0	$157,493	$112,446	$12,258	$100,188	$0	$0	$0	$26,465,168	$0	$26,465,168	$6,616,292	$76,398	$6,539,894	$14,723,633	$2,247,283	$12,476,350	$0	$0	$0	$3,810,114	$3,810,114	$0	$230,034	$230,034	$0	$53,904	$53,904	$0
2	JOINT SCHOOL DISTRICT NO. 2	$1,284,428	$1,284,428	$0	$132,598	$0	$132,598	$73,816	$0	$73,816	$0	$0	$0	$24,898,853	$0	$24,898,853	$6,224,713	$0	$6,224,713	$13,852,229	$0	$13,852,229	$2,340,564	$0	$2,340,564	$3,077,192	$2,443,070	$634,122	$360,799	$355,477	$5,322	$84,159	$71,098	$13,061
3	KUNA JOINT DISTRICT	$184,346	$184,346	$0	$26,469	$0	$26,469	$12,830	$0	$12,830	$0	$0	$0	$5,246,450	$0	$5,246,450	$1,311,612	$91,613	$1,219,999	$2,918,810	$1,016,508	$1,902,302	$0	$0	$0	$852,154	$852,154	$0	$55,137	$55,137	$0	$13,442	$0	$13,442
11	MEADOWS VALLEY DISTRICT	$5,242	$5,242	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$347,741	$0	$347,741	$86,935	$0	$86,935	$193,462	$0	$193,462	$0	$0	$0	$43,153	$43,153	$0	$7,138	$0	$7,138	$2,338	$2,338	$0
13	COUNCIL DISTRICT	$9,872	$9,872	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$378,421	$0	$378,421	$94,605	$0	$94,605	$210,531	$133,083	$77,448	$0	$0	$0	$41,932	$41,932	$0	$8,107	$2,649	$5,458	$2,562	$0	$2,562
21	MARSH VALLEY JOINT DISTRICT	$41,226	$40,091	$1,135	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,209,492	$0	$1,209,492	$302,373	$0	$302,373	$672,889	$350,337	$322,552	$0	$0	$0	$164,905	$164,905	$0	$16,990	$5,331	$11,659	$4,617	$4,617	$0
25	POCATELLO DISTRICT	$406,752	$406,752	$0	$75,814	$890	$74,924	$40,894	$3,747	$37,147	$0	$0	$0	$15,304,834	$0	$15,304,834	$3,826,209	$98,285	$3,727,924	$8,514,692	$6,773,191	$1,741,501	$0	$0	$0	$2,133,161	$2,133,161	$0	$115,787	$102,940	$12,847	$27,474	$27,474	$0
33	BEAR LAKE COUNTY DISTRICT	$44,972	$44,972	$0	$5,877	$0	$5,877	$0	$0	$0	$0	$0	$0	$1,067,800	$0	$1,067,800	$266,950	$0	$266,950	$594,060	$594,060	$0	$17,223	$17,223	$0	$148,828	$148,828	$0	$16,075	$16,075	$0	$4,405	$0	$4,405
41	ST MARIES JOINT DISTRICT	$30,572	$30,572	$0	$7,318	$0	$7,318	$0	$0	$0	$0	$0	$0	$951,583	$0	$951,583	$237,896	$0	$237,896	$529,404	$0	$529,404	$0	$0	$0	$132,630	$81,222	$51,408	$14,296	$0	$14,296	$3,994	$3,994	$0
44	PLUMMER-WORLEY JOINT DISTRICT	$12,970	$12,970	$0	$6,541	$0	$6,541	$0	$0	$0	$0	$0	$0	$1,683,987	$0	$1,683,987	$420,997	$10,363	$410,634	$936,870	$84,808	$852,062	$0	$0	$0	$234,711	$234,711	$0	$9,075	$5,782	$3,293	$2,785	$2,782	$3
52	SNAKE RIVER DISTRICT	$60,496	$60,496	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,883,040	$0	$1,883,040	$470,760	$0	$470,760	$1,047,610	$938,002	$109,608	$0	$0	$0	$305,852	$305,852	$0	$21,744	$21,744	$0	$5,717	$5,717	$0
55	BLACKFOOT DISTRICT	$133,962	$133,962	$0	$18,261	$0	$18,261	$7,877	$0	$7,877	$0	$0	$0	$4,119,775	$621,266	$3,498,509	$1,029,944	$281,036	$748,908	$2,291,996	$2,004,692	$287,304	$0	$0	$0	$470,219	$470,219	$0	$39,299	$25,889	$13,410	$9,779	$0	$9,779
58	ABERDEEN DISTRICT	$23,626	$23,626	$0	$5,117	$0	$5,117	$0	$0	$0	$0	$0	$0	$903,757	$226,753	$677,004	$225,939	$29,859	$196,080	$502,796	$214,361	$288,435	$0	$0	$0	$133,747	$133,747	$0	$11,989	$7,225	$4,764	$3,460	$0	$3,460
59	FIRTH DISTRICT	$28,052	$28,052	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$517,727	$0	$517,727	$129,432	$8,888	$120,544	$288,032	$81,920	$206,112	$85,114	$0	$85,114	$65,437	$65,328	$109	$13,152	$13,152	$0	$3,729	$3,700	$29
60	SHELLEY JOINT DISTRICT	$76,700	$76,700	$0	$5,201	$0	$5,201	$2,830	$2,435	$395	$0	$0	$0	$1,523,437	$62,122	$1,461,315	$380,859	$27,914	$352,945	$847,549	$653,939	$193,610	$106,773	$33,690	$73,083	$212,334	$212,334	$0	$26,217	$26,217	$0	$6,752	$4,500	$2,252
61	BLAINE COUNTY DISTRICT	$107,476	$107,476	$0	$15,538	$0	$15,538	$0	$0	$0	$0	$0	$0	$1,665,900	$0	$1,665,900	$416,475	$0	$416,475	$926,807	$0	$926,807	$332,219	$0	$332,219	$239,654	$220,857	$18,797	$35,583	$11,878	$23,705	$8,919	$3,500	$5,419
71	GARDEN VALLEY DISTRICT	$10,894	$10,894	$0	$0	$0	$0	$2,877	$0	$2,877	$0	$0	$0	$531,686	$312,671	$219,015	$132,921	$2,893	$130,028	$295,798	$83,234	$212,564	$0	$0	$0	$81,561	$81,561	$0	$8,178	$8,050	$128	$2,578	$2,563	$15
72	BASIN SCHOOL DISTRICT	$11,506	$11,506	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$383,427	$80,616	$302,811	$95,857	$36,720	$59,137	$213,316	$213,316	$0	$0	$0	$0	$38,281	$38,281	$0	$8,626	$8,626	$0	$2,682	$2,682	$0
73	HORSESHOE BEND SCHOOL DISTRICT	$7,932	$7,932	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$298,973	$34,745	$264,228	$74,743	$15,533	$59,210	$166,331	$123,135	$43,196	$0	$0	$0	$41,670	$41,670	$0	$7,869	$0	$7,869	$2,507	$2,507	$0
83	WEST BONNER COUNTY DISTRICT	$32,648	$32,648	$0	$13,164	$0	$13,164	$0	$0	$0	$0	$0	$0	$2,459,388	$0	$2,459,388	$614,847	$116,931	$497,916	$1,368,256	$4,819	$1,363,437	$0	$0	$0	$377,273	$315,960	$61,313	$14,895	$298	$14,597	$4,132	$88	$4,044
84	LAKE PEND OREILLE SCHOOL DISTRICT	$118,506	$118,506	$0	$23,890	$0	$23,890	$14,245	$0	$14,245	$0	$0	$0	$4,579,210	$66,236	$4,512,975	$1,144,803	$277,217	$867,586	$2,547,598	$1,715,745	$831,853	$0	$0	$0	$569,277	$569,277	$0	$39,237	$14,180	$25,057	$9,764	$0	$9,764
91	IDAHO FALLS DISTRICT	$340,606	$340,606	$0	$53,673	$0	$53,673	$0	$0	$0	$0	$0	$0	$11,863,566	$0	$11,863,566	$2,965,892	$0	$2,965,892	$6,600,177	$400,000	$6,200,177	$0	$0	$0	$1,653,524	$1,653,524	$0	$96,172	$96,172	$0	$22,936	$0	$22,936
92	SWAN VALLEY ELEMENTARY DISTRICT	$2,418	$2,339	$79	$0	$0	$0	$0	$0	$0	$349,143	$38,036	$311,107	$0	$0	$0	$0	$0	$0	$0	$0	$0	$26,868	$26,868	$0	$0	$0	$0	$6,258	$3,554	$2,704	$2,134	$2,000	$134
93	BONNEVILLE JOINT DISTRICT	$450,192	$450,192	$0	$40,189	$194	$39,995	$0	$0	$0	$0	$0	$0	$9,013,260	$67,643	$8,945,617	$2,253,315	$746,110	$1,507,205	$5,014,437	$5,014,437	$0	$624,498	$624,498	$0	$1,256,253	$1,254,046	$2,207	$123,059	$85,165	$37,894	$29,157	$22,157	$7,000
101	BOUNDARY COUNTY DISTRICT	$45,244	$42,842	$2,402	$20,972	$0	$20,972	$0	$0	$0	$0	$0	$0	$2,854,960	$0	$2,854,960	$713,740	$0	$713,740	$1,588,329	$314,119	$1,274,210	$0	$0	$0	$339,788	$272,047	$67,741	$18,584	$18,487	$97	$4,985	$4,956	$29
111	BUTTE COUNTY JOINT DISTRICT	$12,494	$0	$12,494	$0	$0	$0	$0	$0	$0	$0	$0	$0	$515,765	$0	$515,765	$128,941	$0	$128,941	$286,941	$0	$286,941	$0	$0	$0	$73,173	$23,566	$49,607	$9,286	$0	$9,286	$2,835	$2,818	$17
121	CAMAS COUNTY DISTRICT	$6,434	$6,434	$0	$0	$0	$0	$0	$0	$0	$156,070	$0	$156,070	$155,067	$0	$155,067	$38,767	$0	$38,767	$86,270	$86,270	$0	$26,370	$26,370	$0	$17,694	$17,694	$0	$7,288	$7,288	$0	$2,372	$2,372	$0
131	NAMPA SCHOOL DISTRICT	$450,396	$450,396	$0	$146,605	$0	$146,605	$107,870	$4,686	$103,184	$0	$0	$0	$21,475,838	$0	$21,475,838	$5,368,960	$870,159	$4,498,801	$11,947,869	$3,887,470	$8,060,399	$0	$0	$0	$3,415,624	$3,411,734	$3,890	$129,433	$129,433	$0	$30,631	$29,802	$829
132	CALDWELL DISTRICT	$190,474	$190,474	$0	$64,344	$0	$64,344	$40,281	$0	$40,281	$0	$0	$0	$11,429,510	$0	$11,429,510	$2,857,378	$0	$2,857,378	$6,358,694	$0	$6,358,694	$0	$0	$0	$1,593,025	$1,573,248	$19,777	$59,627	$0	$59,627	$14,481	$0	$14,481
133	WILDER DISTRICT	$16,716	$16,716	$0	$8,327	$0	$8,327	$0	$0	$0	$0	$0	$0	$1,168,581	$0	$1,168,581	$292,145	$0	$292,145	$650,129	$79,595	$570,534	$0	$0	$0	$179,261	$152,982	$26,279	$10,273	$10,273	$0	$3,063	$3,063	$0
134	MIDDLETON DISTRICT	$133,178	$133,178	$0	$24,751	$0	$24,751	$0	$0	$0	$0	$0	$0	$2,034,243	$0	$2,034,243	$508,561	$0	$508,561	$1,131,731	$0	$1,131,731	$449,390	$0	$449,390	$294,748	$240,980	$53,768	$41,526	$0	$41,526	$10,294	$10,294	$0
135	NOTUS DISTRICT	$11,780	$11,780	$0	$6,226	$0	$6,226	$5,707	$0	$5,707	$0	$0	$0	$461,703	$0	$461,703	$115,426	$0	$115,426	$256,864	$0	$256,864	$0	$0	$0	$74,056	$22,738	$51,318	$9,331	$0	$9,331	$2,845	$0	$2,845
136	MELBA JOINT DISTRICT	$29,754	$29,754	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$685,145	$0	$685,145	$171,286	$0	$171,286	$381,174	$198,457	$182,717	$42,398	$42,398	$0	$95,494	$95,494	$0	$13,424	$10,119	$3,305	$3,792	$0	$3,792
137	PARMA DISTRICT	$34,554	$34,554	$0	$5,703	$0	$5,703	$3,726	$0	$3,726	$0	$0	$0	$1,110,561	$0	$1,110,561	$277,640	$0	$277,640	$617,849	$79,494	$538,355	$0	$0	$0	$154,788	$154,788	$0	$14,956	$14,956	$0	$4,146	$4,146	$0
139	VALLIVUE SCHOOL DISTRICT	$303,430	$303,430	$0	$0	$0	$0	$38,818	$0	$38,818	$0	$0	$0	$7,273,496	$0	$7,273,496	$1,818,374	$0	$1,818,374	$4,046,537	$851,633	$3,194,904	$19,687	$19,687	$0	$1,013,767	$1,013,767	$0	$89,736	$89,736	$0	$21,448	$21,448	$0
148	GRACE JOINT DISTRICT	$17,634	$17,634	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$374,887	$0	$374,887	$93,722	$0	$93,722	$208,565	$99,378	$109,187	$59,358	$0	$59,358	$52,251	$52,251	$0	$10,563	$0	$10,563	$3,130	$0	$3,130
149	NORTH GEM DISTRICT	$5,140	$0	$5,140	$0	$0	$0	$0	$0	$0	$215,771	$0	$215,771	$107,118	$0	$107,118	$26,780	$0	$26,780	$59,594	$31,028	$28,566	$38,658	$0	$38,658	$16,796	$16,796	$0	$7,191	$0	$7,191	$2,350	$755	$1,595
150	SODA SPRINGS JOINT DISTRICT	$30,060	$30,060	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$571,996	$0	$571,996	$142,999	$0	$142,999	$318,224	$229,000	$89,224	$87,055	$0	$87,055	$79,724	$79,724	$0	$14,076	$14,003	$73	$3,943	$3,920	$23
151	CASSIA COUNTY JOINT DISTRICT	$184,992	$154,681	$30,311	$27,810	$0	$27,810	$0	$0	$0	$0	$0	$0	$5,546,507	$652,068	$4,894,439	$1,386,627	$511	$1,386,116	$3,085,744	$1,810,139	$1,275,605	$0	$0	$0	$733,211	$733,211	$0	$54,037	$53,755	$282	$13,188	$13,188	$0
161	CLARK COUNTY DISTRICT	$3,984	$3,984	$0	$0	$0	$0	$0	$0	$0	$95,907	$0	$95,907	$203,387	$0	$203,387	$50,847	$0	$50,847	$113,152	$60,939	$52,213	$2,468	$0	$2,468	$25,195	$25,195	$0	$6,795	$3,900	$2,895	$2,258	$0	$2,258
171	OROFINO JOINT DISTRICT	$34,962	$34,962	$0	$13,100	$0	$13,100	$0	$0	$0	$0	$0	$0	$1,499,453	$12,231	$1,487,222	$374,863	$29,851	$345,012	$834,206	$171,066	$663,140	$0	$0	$0	$170,620	$170,620	$0	$15,722	$15,722	$0	$4,324	$4,324	$0
181	CHALLIS JOINT DISTRICT	$10,452	$10,452	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$852,051	$0	$852,051	$213,013	$0	$213,013	$474,030	$264,782	$209,248	$0	$0	$0	$71,315	$71,315	$0	$8,583	$8,583	$0	$2,672	$2,672	$0
182	MACKAY JOINT DISTRICT	$7,354	$0	$7,354	$0	$0	$0	$0	$0	$0	$164,276	$0	$164,276	$148,476	$0	$148,476	$37,119	$0	$37,119	$82,603	$0	$82,603	$41,060	$0	$41,060	$24,116	$11,021	$13,095	$7,702	$0	$7,702	$2,469	$0	$2,469
191	PRAIRIE ELEMENTARY DISTRICT	$238	$0	$238	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,332	$0	$6,332	$0	$0	$0	$5,756	$0	$5,756	$2,018	$0	$2,018
192	GLENNS FERRY JOINT DISTRICT	$13,516	$13,516	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$938,254	$89,000	$849,254	$234,563	$56,855	$177,708	$521,988	$1,575	$520,413	$0	$0	$0	$96,044	$96,044	$0	$9,445	$0	$9,445	$2,871	$0	$2,871
193	MOUNTAIN HOME DISTRICT	$123,136	$123,136	$0	$17,958	$0	$17,958	$0	$0	$0	$0	$0	$0	$5,297,668	$0	$5,297,668	$1,324,417	$0	$1,324,417	$2,947,305	$401,335	$2,545,970	$0	$0	$0	$633,943	$633,943	$0	$40,233	$40,233	$0	$9,994	$9,994	$0
201	PRESTON JOINT DISTRICT	$80,480	$80,480	$0	$6,581	$0	$6,581	$0	$0	$0	$0	$0	$0	$1,524,615	$0	$1,524,615	$381,154	$0	$381,154	$848,204	$848,204	$0	$112,029	$112,029	$0	$193,327	$193,327	$0	$26,446	$26,446	$0	$6,804	$6,804	$0
202	WEST SIDE JOINT DISTRICT	$26,520	$26,520	$0	$0	$0	$0	$1,689	$0	$1,689	$0	$0	$0	$476,692	$0	$476,692	$119,173	$0	$119,173	$265,203	$138,077	$127,126	$72,061	$72,061	$0	$58,940	$58,940	$0	$12,297	$12,297	$0	$3,532	$3,532	$0
215	FREMONT COUNTY JOINT DISTRICT	$73,092	$73,092	$0	$13,148	$0	$13,148	$5,755	$1,587	$4,168	$0	$0	$0	$3,078,861	$88,450	$2,990,411	$769,715	$228,011	$541,704	$1,712,894	$1,706,833	$6,061	$0	$0	$0	$419,917	$419,917	$0	$25,099	$25,099	$0	$6,493	$84	$6,409
221	EMMETT INDEPENDENT DISTRICT	$84,394	$84,394	$0	$18,247	$0	$18,247	$9,622	$0	$9,622	$0	$0	$0	$3,663,438	$52,693	$3,610,745	$915,859	$25,767	$890,092	$2,038,117	$932,712	$1,105,405	$0	$0	$0	$507,747	$507,747	$0	$27,458	$15,596	$11,862	$7,039	$3,093	$3,946
231	GOODING JOINT DISTRICT	$44,188	$43,836	$352	$11,470	$544	$10,926	$0	$0	$0	$0	$0	$0	$1,653,360	$0	$1,653,360	$413,340	$16,936	$396,404	$919,831	$252,461	$667,370	$0	$0	$0	$233,806	$233,806	$0	$17,800	$6,735	$11,065	$4,804	$4,776	$28
232	WENDELL DISTRICT	$37,618	$37,618	$0	$9,610	$0	$9,610	$4,623	$0	$4,623	$0	$0	$0	$1,302,304	$0	$1,302,304	$325,576	$0	$325,576	$724,524	$377,221	$347,303	$0	$0	$0	$154,561	$154,561	$0	$15,792	$15,792	$0	$4,340	$0	$4,340
233	HAGERMAN JOINT DISTRICT	$9,668	$9,668	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$496,194	$0	$496,194	$124,048	$36,341	$87,707	$276,052	$186,230	$89,822	$0	$0	$0	$61,516	$61,516	$0	$8,415	$8,415	$0	$2,634	$2,634	$0
234	BLISS JOINT DISTRICT	$3,472	$3,472	$0	$0	$0	$0	$0	$0	$0	$112,575	$106,503	$6,072	$190,000	$0	$190,000	$47,500	$4,496	$43,004	$105,704	$34,572	$71,132	$5,351	$0	$5,351	$28,844	$28,844	$0	$6,848	$0	$6,848	$2,270	$1,477	$793
242	COTTONWOOD JOINT DISTRICT	$13,788	$13,788	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$460,177	$36,396	$423,781	$115,044	$14,583	$100,461	$256,015	$256,015	$0	$0	$0	$0	$65,659	$65,659	$0	$9,172	$9,172	$0	$2,809	$2,033	$776
243	SALMON RIVER JOINT SCHOOL DISTRICT	$4,528	$4,528	$0	$0	$0	$0	$0	$0	$0	$85,053	$0	$85,053	$212,104	$0	$212,104	$53,026	$0	$53,026	$118,002	$0	$118,002	$1,627	$0	$1,627	$30,401	$30,401	$0	$6,910	$6,910	$0	$2,284	$0	$2,284
244	MOUNTAIN VIEW SCHOOL DISTRICT	$39,218	$0	$39,218	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,517,035	$18,403	$1,498,632	$379,259	$0	$379,259	$843,987	$57,806	$786,181	$0	$0	$0	$206,072	$197,165	$8,907	$16,823	$2,779	$14,044	$4,578	$4,578	$0
251	JEFFERSON COUNTY JOINT DISTRICT	$215,802	$214,643	$1,159	$12,748	$0	$12,748	$2,877	$0	$2,877	$0	$0	$0	$3,631,845	$0	$3,631,845	$907,961	$0	$907,961	$2,020,541	$1,051,987	$968,554	$533,342	$533,342	$0	$544,080	$544,080	$0	$61,379	$38,087	$23,292	$14,887	$0	$14,887
252	RIRIE JOINT DISTRICT	$24,614	$24,614	$0	$0	$0	$0	$2,359	$0	$2,359	$0	$0	$0	$303,579	$0	$303,579	$75,895	$0	$75,895	$168,893	$168,296	$597	$136,658	$112,036	$24,622	$43,201	$43,201	$0	$12,306	$0	$12,306	$3,534	$0	$3,534
253	WEST JEFFERSON DISTRICT	$20,902	$20,902	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$521,414	$0	$521,414	$130,353	$0	$130,353	$290,083	$151,031	$139,052	$31,291	$31,291	$0	$72,030	$72,030	$0	$10,907	$10,907	$0	$3,210	$3,210	$0
261	JEROME JOINT DISTRICT	$138,762	$138,762	$0	$21,841	$0	$21,841	$0	$0	$0	$0	$0	$0	$4,723,999	$0	$4,723,999	$1,181,000	$0	$1,181,000	$2,628,150	$657,945	$1,970,205	$0	$0	$0	$648,871	$648,871	$0	$42,196	$42,196	$0	$10,449	$10,449	$0
262	VALLEY DISTRICT	$18,622	$18,622	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$571,966	$0	$571,966	$142,992	$0	$142,992	$318,208	$0	$318,208	$0	$0	$0	$69,349	$69,349	$0	$10,977	$2,470	$8,507	$3,226	$3,226	$0
271	COEUR D'ALENE DISTRICT	$342,512	$342,512	$0	$68,783	$0	$68,783	$52,874	$1,893	$50,981	$0	$0	$0	$10,809,006	$580,299	$10,228,707	$2,702,252	$0	$2,702,252	$6,013,483	$0	$6,013,483	$0	$0	$0	$1,706,604	$1,668,132	$38,472	$103,250	$59,772	$43,478	$24,574	$451	$24,123
272	LAKELAND DISTRICT	$147,068	$147,068	$0	$26,583	$0	$26,583	$15,848	$0	$15,848	$0	$0	$0	$4,696,441	$0	$4,696,441	$1,174,110	$0	$1,174,110	$2,612,818	$984,235	$1,628,583	$0	$0	$0	$750,019	$750,019	$0	$46,104	$46,104	$0	$11,353	$11,353	$0
273	POST FALLS DISTRICT	$198,882	$198,696	$186	$34,162	$4,100	$30,062	$0	$0	$0	$0	$0	$0	$6,504,020	$266,141	$6,237,879	$1,626,005	$230,619	$1,395,386	$3,618,447	$1,672,935	$1,945,512	$0	$0	$0	$950,153	$950,153	$0	$60,094	$58,725	$1,369	$14,589	$14,589	$0
274	KOOTENAI DISTRICT	$5,174	$5,174	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$289,249	$0	$289,249	$72,312	$0	$72,312	$160,921	$3,059	$157,862	$0	$0	$0	$43,657	$43,657	$0	$6,988	$6,935	$53	$2,304	$2,304	$0
281	MOSCOW DISTRICT	$73,364	$73,364	$0	$9,013	$0	$9,013	$0	$0	$0	$0	$0	$0	$2,035,886	$0	$2,035,886	$508,972	$0	$508,972	$1,132,645	$0	$1,132,645	$0	$0	$0	$283,758	$240,583	$43,175	$25,970	$25,265	$705	$6,695	$0	$6,695
282	GENESEE JOINT DISTRICT	$10,452	$10,452	$0	$0	$0	$0	$0	$0	$0	$61,029	$0	$61,029	$231,399	$0	$231,399	$57,850	$0	$57,850	$128,737	$51,000	$77,737	$32,177	$0	$32,177	$36,501	$36,501	$0	$8,538	$8,538	$0	$2,662	$2,662	$0
283	KENDRICK JOINT DISTRICT	$8,510	$7,847	$663	$0	$0	$0	$0	$0	$0	$122,006	$0	$122,006	$182,425	$0	$182,425	$45,606	$0	$45,606	$101,491	$0	$101,491	$35,012	$0	$35,012	$29,201	$28,653	$548	$7,913	$4,620	$3,293	$2,517	$0	$2,517
285	POTLATCH DISTRICT	$14,774	$14,774	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$429,509	$0	$429,509	$107,377	$18,232	$89,145	$238,953	$60,332	$178,621	$10,867	$10,867	$0	$50,726	$50,726	$0	$9,938	$2,160	$7,778	$2,986	$2,968	$18
287	TROY SCHOOL DISTRICT	$9,192	$9,100	$92	$0	$0	$0	$0	$0	$0	$120,547	$0	$120,547	$183,597	$75,341	$108,256	$45,899	$8,775	$37,124	$102,143	$98,506	$3,637	$42,460	$0	$42,460	$22,082	$22,082	$0	$8,265	$0	$8,265	$2,598	$2,598	$0
288	WHITEPINE JOINT SCHOOL DISTRICT	$7,422	$7,422	$0	$0	$0	$0	$0	$0	$0	$73,136	$0	$73,136	$221,675	$21,836	$199,839	$55,419	$0	$55,419	$123,327	$87,860	$35,467	$21,546	$21,546	$0	$25,660	$25,660	$0	$7,808	$7,808	$0	$2,493	$2,493	$0
291	SALMON DISTRICT	$23,320	$23,320	$0	$13,148	$0	$13,148	$0	$0	$0	$0	$0	$0	$1,464,062	$0	$1,464,062	$366,015	$0	$366,015	$814,516	$288,381	$526,135	$0	$0	$0	$204,058	$204,058	$0	$12,580	$10,598	$1,982	$3,596	$0	$3,596
292	SOUTH LEMHI DISTRICT	$3,812	$0	$3,812	$0	$0	$0	$0	$0	$0	$197,797	$0	$197,797	$121,554	$0	$121,554	$30,389	$0	$30,389	$67,625	$39,636	$27,989	$33,681	$33,667	$14	$19,744	$19,744	$0	$6,637	$4,368	$2,269	$2,222	$385	$1,837
302	NEZPERCE JOINT DISTRICT	$5,482	$5,482	$0	$0	$0	$0	$0	$0	$0	$187,750	$0	$187,750	$129,623	$0	$129,623	$32,406	$0	$32,406	$72,115	$0	$72,115	$35,560	$0	$35,560	$18,066	$5,784	$12,282	$7,130	$7,130	$0	$2,336	$2,336	$0
304	KAMIAH JOINT DISTRICT	$13,958	$5,989	$7,969	$10,212	$0	$10,212	$0	$0	$0	$0	$0	$0	$2,215,891	$11,609	$2,204,282	$553,973	$103,910	$450,063	$1,232,789	$32,927	$1,199,862	$0	$0	$0	$256,873	$254,012	$2,861	$9,314	$8,427	$887	$2,841	$532	$2,309
305	HIGHLAND JOINT DISTRICT	$5,516	$5,516	$0	$0	$0	$0	$0	$0	$0	$116,008	$0	$116,008	$187,243	$0	$187,243	$46,811	$0	$46,811	$104,171	$0	$104,171	$14,393	$0	$14,393	$28,618	$21,618	$7,000	$7,236	$0	$7,236	$2,360	$765	$1,595

Updated 1/12/2022

Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL		
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance
312	SHOSHONE JOINT DISTRICT	$16,920	$16,920	$0	$5,378	$3,260	$2,118	$0	$0	$0	$0	$0	$0	$613,884	$147,807	$466,077	$153,471	$15,383	$138,088	$341,528	$95,790	$245,738	$0	$0	$0	$84,976	$84,976	$0	$10,035	$10,035	$0	$3,008	$3,008	$0
314	DIETRICH DISTRICT	$7,116	$7,116	$0	$0	$0	$0	$2,123	$1,757	$366	$0	$0	$0	$317,361	$7,536	$309,825	$79,340	$0	$79,340	$176,561	$0	$176,561	$0	$0	$0	$33,683	$33,683	$0	$7,508	$3,521	$3,987	$2,423	$2,423	$0
316	RICHFIELD DISTRICT	$6,366	$6,366	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$324,394	$16,551	$307,843	$81,098	$975	$80,123	$180,473	$0	$180,473	$0	$0	$0	$39,575	$39,575	$0	$7,578	$0	$7,578	$2,439	$2,439	$0
321	MADISON DISTRICT	$183,052	$183,052	$0	$24,751	$0	$24,751	$0	$0	$0	$0	$0	$0	$6,167,871	$0	$6,167,871	$1,541,968	$471,166	$1,070,802	$3,431,434	$3,316,715	$114,719	$0	$0	$0	$823,425	$823,425	$0	$53,403	$53,403	$0	$13,041	$13,041	$0
322	SUGAR-SALEM JOINT DISTRICT	$54,130	$54,130	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,270,139	$0	$1,270,139	$317,535	$29,275	$288,260	$706,629	$357,756	$348,873	$40,961	$40,961	$0	$138,618	$138,618	$0	$19,790	$19,790	$0	$5,265	$5,265	$0
331	MINIDOKA COUNTY JOINT DISTRICT	$145,162	$145,162	$0	$25,603	$0	$25,603	$14,150	$3,572	$10,578	$0	$0	$0	$4,558,931	$0	$4,558,931	$1,139,733	$375,054	$764,679	$2,536,316	$1,535,983	$1,000,333	$0	$0	$0	$635,416	$635,416	$0	$43,719	$43,719	$0	$10,801	$10,801	$0
340	LEWISTON INDEPENDENT DISTRICT	$157,622	$157,622	$0	$27,124	$0	$27,124	$0	$0	$0	$0	$0	$0	$4,540,272	$0	$4,540,272	$1,135,068	$0	$1,135,068	$2,525,935	$2,143,141	$382,794	$0	$0	$0	$632,815	$632,815	$0	$47,882	$22,394	$25,488	$11,764	$11,630	$134
341	LAPWAI DISTRICT	$16,478	$16,478	$0	$15,315	$0	$15,315	$0	$0	$0	$0	$0	$0	$996,981	$0	$996,981	$249,245	$0	$249,245	$554,661	$220,529	$334,132	$0	$0	$0	$148,948	$148,948	$0	$10,299	$8,922	$1,377	$3,069	$352	$2,717
342	CULDESAC JOINT DISTRICT	$3,950	$2,499	$1,452	$0	$0	$0	$0	$0	$0	$125,563	$0	$125,563	$179,569	$0	$179,569	$44,892	$0	$44,892	$99,901	$0	$99,901	$8,999	$0	$8,999	$25,116	$25,116	$0	$6,655	$6,655	$0	$2,226	$2,226	$0
351	ONEIDA COUNTY DISTRICT	$27,712	$27,712	$0	$7,872	$0	$7,872	$8,207	$0	$8,207	$0	$0	$0	$799,855	$0	$799,855	$199,964	$0	$199,964	$444,991	$0	$444,991	$1,837,077	$1,837,077	$0	$111,483	$111,483	$0	$35,011	$35,011	$0	$8,786	$8,786	$0
363	MARSING JOINT DISTRICT	$28,972	$28,972	$0	$11,110	$0	$11,110	$0	$0	$0	$0	$0	$0	$1,560,814	$0	$1,560,814	$390,203	$0	$390,203	$868,343	$455,098	$413,245	$0	$0	$0	$228,087	$228,087	$0	$13,187	$11,000	$2,187	$3,737	$1,431	$2,306
364	PLEASANT VALLEY ELEMENTARY DISTRICT	$374	$0	$374	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,272	$0	$6,272	$0	$0	$0	$5,791	$0	$5,791	$2,026	$0	$2,026
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	$10,384	$10,384	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$682,406	$100,737	$581,669	$170,602	$0	$170,602	$379,650	$179,501	$200,149	$0	$0	$0	$95,113	$95,113	$0	$8,476	$1,776	$6,700	$2,648	$2,632	$16
370	HOMEDALE JOINT DISTRICT	$41,636	$41,636	$0	$11,011	$0	$11,011	$0	$0	$0	$0	$0	$0	$1,629,990	$0	$1,629,990	$407,497	$0	$407,497	$906,828	$0	$906,828	$0	$0	$0	$241,756	$241,756	$0	$16,506	$16,506	$0	$4,505	$4,505	$0
371	PAYETTE JOINT DISTRICT	$44,358	$44,358	$0	$31,803	$0	$31,803	$32,309	$0	$32,309	$0	$0	$0	$2,581,219	$0	$2,581,219	$645,305	$33,721	$611,584	$1,436,035	$79,470	$1,356,565	$0	$0	$0	$359,766	$359,766	$0	$18,003	$18,003	$0	$4,852	$0	$4,852
372	NEW PLYMOUTH DISTRICT	$32,750	$32,750	$0	$13,359	$0	$13,359	$11,745	$5,444	$6,301	$0	$0	$0	$1,104,912	$0	$1,104,912	$276,228	$0	$276,228	$614,707	$296,271	$318,436	$0	$0	$0	$158,761	$158,761	$0	$14,278	$14,278	$0	$3,990	$3,990	$0
373	FRUITLAND DISTRICT	$55,730	$22,299	$33,431	$12,829	$0	$12,829	$0	$0	$0	$0	$0	$0	$1,230,200	$0	$1,230,200	$307,550	$0	$307,550	$684,410	$0	$684,410	$83,495	$0	$83,495	$171,463	$171,463	$0	$20,397	$20,397	$0	$5,405	$0	$5,405
381	AMERICAN FALLS JOINT DISTRICT	$51,848	$51,848	$0	$16,829	$0	$16,829	$11,415	$0	$11,415	$0	$0	$0	$2,121,348	$154,982	$1,966,366	$530,337	$141,433	$388,904	$1,180,191	$272,374	$907,817	$0	$0	$0	$295,670	$295,670	$0	$19,411	$15,947	$3,464	$5,178	$500	$4,678
382	ROCKLAND DISTRICT	$5,822	$5,822	$0	$0	$0	$0	$0	$0	$0	$148,091	$0	$148,091	$161,475	$0	$161,475	$40,369	$0	$40,369	$89,835	$0	$89,835	$19,914	$0	$19,914	$18,421	$0	$18,421	$7,244	$0	$7,244	$2,362	$0	$2,362
383	ARBON ELEMENTARY DISTRICT	$578	$578	$0	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$8,404	$761	$7,643	$0	$0	$0	$5,863	$4,000	$1,863	$2,042	$158	$1,884
391	KELLOGG JOINT DISTRICT	$34,724	$0	$34,724	$12,244	$0	$12,244	$9,009	$0	$9,009	$0	$0	$0	$1,891,886	$0	$1,891,886	$472,972	$0	$472,972	$1,052,532	$219,898	$832,634	$0	$0	$0	$263,688	$263,688	$0	$15,300	$0	$15,300	$4,226	$0	$4,226
392	MULLAN DISTRICT	$2,996	$2,996	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$360,999	$0	$360,999	$90,250	$0	$90,250	$200,838	$51,206	$149,632	$0	$0	$0	$43,493	$42,652	$841	$6,619	$6,543	$76	$2,218	$1,298	$920
393	WALLACE DISTRICT	$15,660	$15,660	$0	$5,879	$0	$5,879	$0	$0	$0	$0	$0	$0	$964,163	$0	$964,163	$241,041	$0	$241,041	$536,403	$87,081	$449,322	$0	$0	$0	$113,840	$113,840	$0	$10,079	$4,790	$5,289	$3,018	$3,018	$0
394	AVERY ELEMENTARY DISTRICT	$784	$0	$784	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,830	$0	$10,830	$0	$0	$0	$5,941	$5,910	$31	$2,061	$2,049	$12
401	TETON COUNTY DISTRICT	$61,176	$61,176	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,473,956	$0	$1,473,956	$368,489	$0	$368,489	$820,021	$426,941	$393,080	$7,705	$7,705	$0	$205,438	$205,438	$0	$22,440	$22,440	$0	$5,878	$5,878	$0
411	TWIN FALLS DISTRICT	$312,520	$312,520	$0	$69,705	$0	$69,705	$44,997	$596	$44,401	$0	$0	$0	$12,801,196	$96,206	$12,704,990	$3,200,299	$0	$3,200,299	$7,121,818	$3,290,560	$3,831,258	$0	$0	$0	$1,501,280	$1,501,280	$0	$90,440	$90,440	$0	$21,611	$21,611	$0
412	BUHL JOINT DISTRICT	$41,568	$41,245	$323	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,974,868	$0	$1,974,868	$493,717	$0	$493,717	$1,098,698	$529,382	$569,316	$0	$0	$0	$256,476	$256,476	$0	$17,008	$17,008	$0	$4,621	$4,621	$0
413	FILER DISTRICT	$54,368	$54,368	$0	$5,973	$0	$5,973	$0	$0	$0	$0	$0	$0	$1,344,699	$0	$1,344,699	$336,175	$0	$336,175	$748,110	$0	$748,110	$23,500	$0	$23,500	$204,965	$203,432	$1,533	$20,238	$0	$20,238	$5,369	$0	$5,369
414	KIMBERLY DISTRICT	$64,104	$64,104	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,046,703	$0	$1,046,703	$261,676	$136,891	$124,785	$582,323	$303,184	$279,139	$219,366	$214,128	$5,238	$139,975	$139,975	$0	$24,200	$24,200	$0	$6,285	$6,285	$0
415	HANSEN DISTRICT	$11,848	$11,838	$10	$0	$0	$0	$0	$0	$0	$0	$0	$0	$547,635	$92	$547,543	$136,909	$35,008	$101,901	$304,671	$0	$304,671	$0	$0	$0	$80,919	$75,072	$5,847	$8,661	$0	$8,661	$2,690	$2,258	$432
416	THREE CREEK JOINT ELEMENTARY DISTRICT	$102	$0	$102	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,272	$6,272	$0	$0	$0	$0	$5,783	$5,783	$0	$2,024	$0	$2,024
417	CASTLEFORD DISTRICT	$11,438	$6,739	$4,699	$0	$0	$0	$0	$0	$0	$0	$0	$0	$379,027	$0	$379,027	$94,757	$0	$94,757	$210,868	$169,861	$41,007	$0	$0	$0	$56,054	$56,054	$0	$8,635	$3,692	$4,943	$2,684	$2,138	$547
418	MURTAUGH JOINT DISTRICT	$13,174	$13,174	$0	$0	$0	$0	$0	$0	$0	$3,526	$0	$3,526	$277,622	$0	$277,622	$69,406	$0	$69,406	$154,453	$153,906	$547	$43,771	$13,189	$30,582	$33,010	$33,010	$0	$8,916	$8,916	$0	$2,749	$2,749	$0
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	$43,644	$43,644	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$654,235	$16,324	$637,911	$163,559	$15,354	$148,205	$363,977	$64,639	$299,338	$182,042	$39,058	$142,984	$104,889	$104,889	$0	$17,413	$17,413	$0	$4,715	$4,715	$0
422	CASCADE DISTRICT	$7,694	$7,694	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,123,777	$0	$1,123,777	$280,944	$3,660	$277,284	$625,202	$95,426	$529,776	$0	$0	$0	$138,110	$138,110	$0	$7,526	$7,487	$39	$2,427	$645	$1,782
431	WEISER DISTRICT	$50,248	$50,248	$0	$9,610	$0	$9,610	$0	$0	$0	$0	$0	$0	$1,899,307	$3,249	$1,896,058	$474,827	$750	$474,077	$1,056,661	$407,963	$648,698	$0	$0	$0	$228,348	$228,348	$0	$19,535	$0	$19,535	$5,206	$153	$5,053
432	CAMBRIDGE JOINT DISTRICT	$5,992	$5,992	$0	$0	$0	$0	$0	$0	$0	$25,448	$0	$25,448	$259,977	$0	$259,977	$64,994	$2,450	$62,544	$144,635	$9,271	$135,364	$0	$0	$0	$38,737	$38,737	$0	$6,866	$603	$6,263	$2,274	$2,274	$0
433	MIDVALE DISTRICT	$4,120	$4,120	$0	$0	$0	$0	$0	$0	$0	$103,944	$0	$103,944	$196,932	$129,954	$66,978	$49,233	$377	$48,856	$109,561	$61,629	$47,932	$7,462	$7,462	$0	$27,448	$27,448	$0	$6,768	$0	$6,768	$2,252	$2,250	$2
451	VICTORY CHARTER SCHOOL, INC.	$15,252	$15,252	$0	$0	$0	$0	$0	$0	$0	$31,402	$0	$31,402	$255,194	$12,145	$243,049	$63,799	$10,002	$53,797	$141,975	$122,933	$19,042	$47,019	$40,037	$6,982	$41,448	$41,448	$0	$9,207	$9,207	$0	$2,817	$1,283	$1,534
452	IDAHO VIRTUAL ACADEMY, INC.	$0	$0	$0	$17,219	$0	$17,219	$14,480	$864	$13,616	$0	$0	$0	$3,056,875	$312,451	$2,744,424	$764,219	$263,651	$500,568	$1,700,662	$1,305,519	$395,143	$15,468	$15,468	$0	$436,726	$436,726	$0	$21,013	$21,013	$0	$5,548	$5,548	$0
453	IDAHO VIRTUAL HIGH SCHOOL, INC.	$7,592	$0	$7,592	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$235,476	$0	$235,476	$0	$0	$0	$10,167	$10,000	$167	$3,038	$3,020	$18
454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	$8,852	$8,852	$0	$0	$0	$0	$0	$0	$0	$53,879	$0	$53,879	$237,142	$0	$237,142	$59,285	$0	$59,285	$131,931	$72,984	$58,947	$988	$0	$988	$24,355	$24,355	$0	$7,895	$7,895	$0	$2,513	$2,513	$0
455	COMPASS PUBLIC CHARTER SCHOOL, INC.	$41,226	$41,226	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$486,275	$26,005	$460,270	$121,569	$39,860	$81,709	$270,534	$223,325	$47,209	$203,944	$185,143	$18,801	$50,212	$50,212	$0	$15,986	$15,986	$0	$4,385	$4,385	$0
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	$9,294	$9,294	$0	$0	$0	$0	$0	$0	$0	$162,288	$0	$162,288	$150,073	$0	$150,073	$37,518	$0	$37,518	$83,491	$0	$83,491	$38,295	$0	$38,295	$24,379	$17,167	$7,212	$8,107	$0	$8,107	$2,562	$164	$2,398
457	INSPIRE ACADEMICS, INC.	$0	$0	$0	$7,810	$0	$7,810	$5,282	$0	$5,282	$0	$0	$0	$1,541,813	$0	$1,541,813	$385,453	$0	$385,453	$857,772	$400,000	$457,772	$18,527	$0	$18,527	$151,299	$151,299	$0	$14,956	$4,640	$10,316	$4,146	$0	$4,146
458	LIBERTY CHARTER SCHOOL, INC.	$17,022	$17,022	$0	$0	$0	$0	$0	$0	$0	$26,174	$0	$26,174	$259,393	$158,193	$101,200	$64,848	$11,139	$53,709	$144,311	$134,727	$9,584	$66,984	$0	$66,984	$42,040	$42,040	$0	$9,349	$9,349	$0	$2,849	$1,859	$991
460	THE ACADEMY, INC.	$18,384	$18,384	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$338,441	$0	$338,441	$84,610	$0	$84,610	$188,288	$0	$188,288	$45,890	$0	$45,890	$54,972	$0	$54,972	$10,467	$10,467	$0	$3,107	$0	$3,107
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	$11,814	$11,814	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$286,110	$51,756	$234,354	$71,527	$52,137	$19,390	$159,174	$83,272	$75,902	$20,347	$20,347	$0	$41,234	$41,234	$0	$8,979	$8,979	$0	$2,763	$700	$2,063
462	XAVIER CHARTER SCHOOL, INC.	$22,810	$22,810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$339,958	$0	$0	$84,989	$189,877	$21,788	$168,089	$99,659	$89,059	$10,600	$53,554	$53,554	$0	$11,901	$1,584	$10,317	$3,439	$3,439	$0
463	VISION CHARTER SCHOOL, INC.	$24,818	$24,818	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$434,085	$0	$434,085	$108,521	$0	$108,521	$241,499	$88,525	$152,974	$87,923	$0	$87,923	$59,714	$59,714	$0	$12,069	$12,069	$0	$3,479	$3,479	$0
464	WHITE PINE CHARTER SCHOOL, INC.	$21,414	$21,414	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$295,151	$63,657	$231,494	$73,788	$11,431	$62,357	$164,204	$20,659	$143,545	$96,146	$96,146	$0	$37,568	$37,568	$0	$11,012	$260	$10,752	$3,234	$3,234	$0
465	NORTH VALLEY ACADEMY, INC.	$7,626	$7,618	$8	$0	$0	$0	$0	$0	$0	$0	$0	$0	$283,665	$160,000	$123,665	$70,916	$0	$70,916	$157,814	$68,200	$89,614	$0	$0	$0	$39,537	$39,537	$0	$7,860	$6,659	$1,201	$2,505	$2,505	$0
466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$882,148	$0	$882,148	$220,537	$0	$220,537	$490,774	$0	$490,774	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	$10,690	$10,690	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$441,177	$0	$441,177	$110,294	$0	$110,294	$245,444	$127,790	$117,654	$0	$0	$0	$43,445	$43,445	$0	$8,714	$8,714	$0	$2,702	$2,702	$0
469	IDAHO VIRTUAL EDUCATION PARTNERS, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$154,637	$29,307	$125,330	$0	$0	$0	$7,860	$0	$7,860	$2,505	$0	$2,505
470	THE KOOTENAI BRIDGE ACADEMY, INC.	$2,996	$0	$2,996	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$169,373	$0	$169,373	$0	$0	$0	$0	$0	$0	$0	$0	$0
472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	$6,502	$2,873	$3,629	$0	$0	$0	$0	$0	$0	$213,967	$0	$213,967	$108,567	$0	$108,567	$27,142	$11,982	$15,160	$60,400	$18,946	$41,454	$25,648	$15,004	$10,644	$15,419	$15,419	$0	$7,376	$7,376	$0	$2,393	$1,736	$657
473	THE VILLAGE CHARTER SCHOOL, INC.	$8,340	$8,340	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$303,567	$0	$303,567	$75,892	$6,014	$69,878	$168,887	$127,890	$40,997	$0	$0	$0	$30,941	$30,941	$0	$8,618	$8,618	$0	$2,680	$2,680	$0
474	MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	$7,252	$7,252	$0	$0	$0	$0	$1,793	$0	$1,793	$0	$0	$0	$291,057	$0	$291,057	$72,764	$162	$72,602	$161,927	$30,328	$131,599	$0	$0	$0	$36,687	$36,687	$0	$8,124	$0	$8,124	$2,566	$2,566	$0
475	THE SAGE INTERNATIONAL SCHOOL OF BOISE PUBLIC CHARTER SCHOOL, INC.	$33,192	$33,177	$15	$0	$0	$0	$0	$0	$0	$0	$0	$0	$782,268	$60,029	$722,239	$195,567	$52,478	$143,089	$435,207	$104,139	$331,068	$35,252	$0	$35,252	$91,518	$91,518	$0	$14,358	$14,358	$0	$4,008	$4,008	$0
476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$750,922	$0	$750,922	$187,731	$0	$187,731	$417,768	$0	$417,768	$0	$0	$0	$101,916	$0	$101,916	$10,026	$0	$10,026	$3,006	$0	$3,006
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	$15,014	$15,014	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$767,932	$0	$767,932	$191,983	$0	$191,983	$427,231	$34,091	$393,140	$0	$0	$0	$83,392	$83,392	$0	$10,528	$2,514	$8,014	$3,122	$3,122	$0
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	$9,396	$9,396	$0	$0	$0	$0	$0	$0	$0	$60,208	$0	$60,208	$232,059	$221	$231,838	$58,015	$12,279	$45,736	$129,104	$24,689	$104,415	$12,528	$0	$12,528	$36,122	$36,122	$0	$8,309	$8,309	$0	$2,608	$1,998	$611
479	HERITAGE ACADEMY, INC.	$5,686	$5,686	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$302,831	$133,792	$169,039	$75,708	$22,744	$52,964	$168,477	$167,881	$596	$0	$0	$0	$45,248	$45,248	$0	$6,840	$6,840	$0	$2,268	$2,268	$0
480	NORTH IDAHO STEM CHARTER ACADEMY, INC.	$19,610	$19,610	$0	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$210,266	$196,291	$13,975	$0	$0	$0	$10,572	$10,572	$0	$3,132	$3,132	$0
481	HERITAGE COMMUNITY CHARTER SCHOOL, INC.	$16,818	$16,818	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$729,860	$0	$729,860	$182,465	$0	$182,465	$406,051	$98,832	$307,219	$0	$0	$0	$101,727	$101,727	$0	$9,965	$0	$9,965	$2,992	$0	$2,992
482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	$15,184	$15,184	$0	$0	$0	$0	$0	$0	$0	$53,776	$0	$53,776	$237,224	$0	$237,224	$59,306	$0	$59,306	$131,977	$31,430	$100,547	$59,722	$0	$59,722	$24,499	$24,472	$27	$9,216	$9,216	$0	$2,819	$2,819	$0
483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	$3,778	$0	$3,778	$0	$0	$0	$0	$0	$0	$29,921	$0	$29,921	$256,384	$0	$256,384	$64,096	$0	$64,096	$142,637	$0	$142,637	$0	$0	$0	$25,082	$25,082	$0	$6,522	$6,522	$0	$2,195	$0	$2,195
485	IDAHO STEM ACADEMY, INC.	$3,984	$3,984	$0	$0	$0	$0	$0	$0	$0	$193,287	$0	$193,287	$125,176	$0	$125,176	$31,294	$0	$31,294	$69,641	$21,610	$48,031	$8,050	$0	$8,050	$17,447	$17,447	$0	$6,760	$0	$6,760	$2,250	$0	$2,250
486	UPPER CARMEN PUBLIC CHARTER SCHOOL, INC.	$1,804	$0	$1,804	$0	$0	$0	$0	$0	$0	$349,143	$11,250	$337,893	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,062	$11,441	$8,621	$0	$0	$0	$6,214	$0	$6,214	$2,124	$2,111	$13
487	SANDPOINT CHARTER SCHOOL, INC.	$10,144	$9,420	$724	$0	$0	$0	$0	$0	$0	$0	$0	$0	$455,636	$0	$455,636	$113,909	$15,777	$98,132	$253,489	$44,165	$209,324	$0	$0	$0	$63,506	$63,506	$0	$8,503	$8,503	$0	$2,654	$2,654	$0
488	SYRINGA MOUNTAIN SCHOOL, INC.	$4,426	$4,426	$0	$0	$0	$0	$0	$0	$0	$193,081	$0	$193,081	$125,341	$0	$125,341	$31,335	$0	$31,335	$69,732	$20,290	$49,442	$0	$0	$0	$20,216	$20,216	$0	$6,655	$0	$6,655	$2,226	$2,226	$0
489	IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$349,143	$58,191	$290,953	$0	$0	$0	$0	$0	$0	$0	$0	$0	$115,933	$115,933	$0	$0	$0	$0	$7,130	$7,130	$0	$2,336	$2,336	$0
491	COEUR D'ALENE CHARTER ACADEMY, INC.	$20,868	$20,868	$0	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$228,256	$98,990	$129,266	$0	$0	$0	$11,638	$0	$11,638	$3,379	$0	$3,379
492	ANSER OF IDAHO, INC.	$14,638	$13,078	$1,560	$0	$0	$0	$0	$0	$0	$24,223	$0	$24,223	$260,960	$0	$260,960	$65,240	$45,858	$19,382	$145,183	$57,819	$87,364	$53,103	$0	$53,103	$19,479	$19,479	$0	$9,005	$0	$9,005	$2,769	$0	$2,769
493	NORTH STAR CHARTER SCHOOL, INC.	$32,988	$0	$32,988	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$308,089	$308,089	$0	$0	$0	$0	$14,516	$14,440	$76	$4,045	$3,957	$88
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	$11,780	$7,089	$4,691	$0	$0	$0	$0	$0	$0	$0	$0	$0	$409,283	$0	$409,283	$102,321	$0	$102,321	$227,701	$191,033	$36,668	$0	$0	$0	$45,386	$45,386	$0	$8,723	$0	$8,723	$2,704	$2,359	$345

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Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL		
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance
495	ALTURAS INTERNATIONAL ACADEMY, INC.	$12,970	$12,970	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$420,651	$0	$420,651	$105,163	$0	$105,163	$234,025	$0	$234,025	$29,690	$0	$29,690	$52,859	$52,859	$0	$10,616	$0	$10,616	$3,143	$0	$3,143
496	GEM PREP: POCATELLO, LLC	$14,094	$14,094	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$782,499	$49,978	$732,521	$195,625	$0	$195,625	$435,335	$119,307	$316,028	$0	$0	$0	$55,241	$55,241	$0	$8,529	$8,485	$44	$2,660	$2,460	$200
497	PATHWAYS IN EDUCATION - NAMPA, INC.	$5,004	$0	$5,004	$0	$0	$0	$0	$0	$0	$69,514	$0	$69,514	$224,585	$0	$224,585	$56,146	$1,426	$54,720	$124,945	$12,480	$112,465	$25,999	$14,194	$11,805	$0	$0	$0	$8,354	$3,905	$4,449	$2,618	$2,603	$15
498	GEM PREP: MERIDIAN, LLC	$15,898	$15,898	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$456,720	$0	$456,720	$114,180	$0	$114,180	$254,092	$132,292	$121,800	$0	$0	$0	$58,351	$58,351	$0	$9,066	$9,066	$0	$2,783	$2,783	$0
499	FUTURE PUBLIC SCHOOL, INC.	$11,098	$11,094	$4	$0	$0	$0	$0	$0	$0	$0	$0	$0	$552,091	$0	$552,091	$138,023	$0	$138,023	$307,151	$0	$307,151	$0	$0	$0	$50,524	$45,831	$4,693	$8,344	$2,200	$6,144	$2,616	$2,601	$15
508	HAYDEN CANYON CHARTER SCHOOL, INC.	$9,940	$9,940	$0	$0	$0	$0	$0	$0	$0	$144,732	$0	$144,732	$164,173	$0	$164,173	$41,043	$0	$41,043	$91,336	$91,336	$0	$23,969	$0	$23,969	$16,053	$16,053	$0	$8,406	$8,406	$0	$2,632	$2,632	$0
511	PEACE VALLEY CHARTER SCHOOL, INC.	$10,520	$10,520	$0	$0	$0	$0	$0	$0	$0	$167,745	$0	$167,745	$145,691	$0	$145,691	$36,423	$0	$36,423	$81,053	$19,968	$61,085	$40,942	$0	$40,942	$14,534	$14,534	$0	$8,248	$6,715	$1,534	$2,594	$2,594	$0
513	PROJECT IMPACT STEM ACADEMY, INC.	$6,842	$6,842	$0	$0	$0	$0	$0	$0	$0	$72,653	$0	$72,653	$289,052	$31,104	$257,948	$72,263	$3,592	$68,671	$160,811	$64,322	$96,489	$0	$0	$0	$33,438	$33,438	$0	$7,578	$7,578	$0	$2,439	$2,425	$14
518	ADVANCED REGIONAL TECHNICAL EDUCATION INDUSTRIAL, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,941	$6,941	$0	$0	$0	$0
523	ELEVATE ACADEMY INC.	$14,026	$14,026	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$633,429	$0	$633,429	$158,357	$0	$158,357	$352,402	$50,732	$301,670	$58,552	$0	$58,552	$66,630	$66,630	$0	$8,494	$8,494	$0	$2,652	$2,652	$0
528	FORGE INTERNATIONAL, LLC	$12,868	$12,868	$0	$0	$0	$0	$0	$0	$0	$106,811	$0	$106,811	$224,820	$46,795	$178,025	$56,205	$0	$56,205	$125,077	$44,779	$80,298	$46,582	$17,820	$28,763	$21,511	$21,511	$0	$8,002	$8,002	$0	$2,537	$2,537	$0
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	$2,076	$600	$1,476	$0	$0	$0	$0	$0	$0	$192,165	$461	$191,704	$126,077	$125,975	$102	$31,519	$7,971	$23,548	$70,142	$60,608	$9,534	$0	$0	$0	$0	$0	$0	$6,231	$6,103	$128	$2,128	$2,128	$0
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	$14,162	$14,162	$0	$0	$0	$0	$0	$0	$0	$133,422	$0	$133,422	$314,628	$0	$314,628	$78,654	$0	$78,654	$175,040	$0	$175,040	$65,863	$0	$65,863	$24,002	$1,431	$22,571	$8,398	$0	$8,398	$2,630	$0	$2,630
534	GEM PREP: ONLINE LLC	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$609,708	$0	$609,708	$152,427	$0	$152,427	$339,205	$176,606	$162,599	$0	$0	$0	$99,043	$99,043	$0	$8,565	$8,565	$0	$2,668	$2,586	$82
540	ISLAND PARK CHARTER SCHOOL, INC.	$510	$400	$110	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,918	$0	$5,918	$0	$0	$0	$5,862	$0	$5,862	$2,042	$0	$2,042
544	MOSAICS PUBLIC SCHOOL, INC.	$9,226	$9,226	$0	$0	$0	$0	$0	$0	$0	$93,259	$0	$93,259	$237,395	$0	$237,395	$59,349	$0	$59,349	$132,072	$0	$132,072	$0	$0	$0	$18,312	$15,678	$2,634	$8,371	$0	$8,371	$2,622	$0	$2,622
549	GEM PREP: MERIDIAN NORTH, LLC	$7,184	$7,184	$0	$0	$0	$0	$0	$0	$0	$65,381	$0	$65,381	$119,652	$0	$227,009	$29,913	$0	$56,753	$66,567	$33,014	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
550	DORAL ACADEMY OF IDAHO, INC.	$5,004	$5,004	$0	$0	$0	$0	$0	$0	$0	$251,198	$0	$251,198	$78,668	$13,551	$65,117	$19,666	$7,346	$12,320	$43,765	$16,080	$27,685	$19,050	$0	$19,050	$0	$0	$0	$7,456	$0	$7,456	$2,411	$2,411	$0
553	PINECREST ACADEMY OF IDAHO, INC.	$4,324	$2,762	$1,562	$0	$0	$0	$0	$0	$0	$349,143	$0	$349,143	$0	$0	$0	$0	$0	$0	$0	$0	$0	$40,242	$0	$40,242	$0	$0	$0	$7,456	$0	$7,456	$2,411	$0	$2,411
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	$4,324	$4,324	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$60,837	$0	$60,837	$0	$0	$0	$6,910	$6,874	$36	$2,284	$2,284	$0
559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	$12,392	$12,392	$0	$0	$0	$0	$0	$0	$0	$116,851	$0	$116,851	$186,566	$0	$186,566	$46,641	$0	$46,641	$103,794	$103,794	$0	$70,267	$45,025	$25,242	$17,362	$17,362	$0	$9,101	$5,155	$3,946	$2,791	$2,124	$667
560	ALTURAS PREPARATORY ACADEMY, INC.	$10,180	$10,180	$0	$0	$0	$0	$0	$0	$0	$115,011	$0	$115,011	$173,195	$0	$187,305	$43,299	$0	$46,826	$96,355	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
562	RISE CHARTER SCHOOL	$4,222	$4,222	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
566	CARDINAL ACADEMY	$1,668	$1,668	$0	$0	$0	$0	$1,411	$0	$1,411	$141,565	$0	$141,565	$111,050	$0	$166,063	$27,763	$0	$41,515	$61,782	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND	$3,676	$2,026	$1,650	$0	$0	$0	$0	$0	$0	$590,000	$0	$590,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,557	$4,193	$2,365	$2,203	$2,203	$0
751	S E I TEC CHARTER SCHOOL, INC.	$13,890	$0	$13,890	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$102,558	$102,558	$0	$0	$0	$0	$7,543	$0	$7,543	$2,431	$2,431	$0
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL, INC.	$6,876	$3,923	$2,953	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$101,789	$0	$101,789	$0	$0	$0	$7,482	$7,482	$0	$2,417	$2,417	$0
785	MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	$6,502	$6,435	$67	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$96,877	$35,947	$60,930	$0	$0	$0	$7,412	$7,027	$385	$2,401	$0	$2,401
790	ADVANCED REGIONAL TECHNICAL EDUCATION, INC.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$7,159	$7,159	$0	$0	$0	$0
794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	$19,472	$0	$19,472	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$75,218	$0	$75,218	$0	$0	$0	$7,447	$0	$7,447	$2,409	$0	$2,409
795	IDAHO ARTS CHARTER SCHOOL, INC.	$43,406	$43,406	$0	$0	$0	$0	$3,679	$0	$3,679	$0	$0	$0	$1,022,216	$0	$1,022,216	$255,554	$0	$255,554	$568,700	$0	$568,700	$395,853	$136,596	$259,257	$0	$0	$0	$16,567	$0	$16,567	$4,520	$3,933	$587
796	GEM PREP: NAMPA, LLC	$14,468	$14,468	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$524,305	$26,973	$497,332	$131,076	$0	$131,076	$291,692	$0	$291,692	$146,055	$146,055	$0	$0	$0	$0	$9,577	$9,551	$26	$2,902	$2,902	$0
813	MOSCOW CHARTER SCHOOL, INC.	$6,366	$6,366	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$66,755	$41,190	$25,565	$0	$0	$0	$7,349	$0	$7,349	$2,387	$785	$1,602

Updated 1/12/2022

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

Idaho Public Charter School Commission

304 North 8th Street, Room 242

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

Idaho Code §33-5212 requires charter school authorizers to maintain a school closure protocol. In the unfortunate case that a school must close, the closure protocol is intended to support as smooth a transition as possible for the students and help ensure that taxpayer dollars and assets are appropriately managed.

Should your school be notified in writing of the IPCSC's decision to non-renew or revoke your charter, or should your school choose to voluntarily relinquish its charter, closure protocol must begin immediately.

Within 3 days of notification, representatives from your school's board and administration, the IPCSC, and the SDE will meet to review the protocol, assign responsibilities, and identify progress monitoring dates.

Your school may choose to appeal a decision to non-renew or revoke. If so, closure protocol begins regardless of whether the school has chosen to appeal the decision and continues unless the decision is overturned by the Idaho State Board of Education.

Whenever possible, school closures should take place at the end of a school year. This provides students opportunity to participate in other school's lotteries, it allows teachers to seek employment during the regular hiring season, and it allows sufficient time for districts to prepare for student intake. It also allows the closing school time to complete the many steps in an orderly way.

If you have been notified of closure or you are concerned that closure might happen to your school, please review this protocol. Feel free to reach out to the IPCSC office with any questions or concerns.

Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with IPCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator, and a representative of the school's board. will meet (in-person or via telephone or web conference) with staff representatives of the IPCSC and SDE to: **1.** Review the remaining process for finalizing the closure decision as applicable. **2.** Review the Closure Protocol and tasks, clarify critical deadlines, and review procedures for maintaining communication with the IPCSC and the SDE throughout the process. **3.** Identify points of contact for media or community questions	School, IPCSC, SDE			
Notify Parents / Guardians of Potential Closure **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Contact information for parents/guardians with questions.	School, IPCSC			
Notify Impacted School Districts **1.** Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. Contact information for questions.	School, IPCSC			

Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: **1.** Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. **2.** Emphasize importance of maintaining continuity of instruction through the end of the school year. **3.** Emphasize need to limit expenditures to necessities. **4.** Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. **5.** Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			

Review and Report on Finances **1.** Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. **2.** Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary, regardless of whether an appeal was filed. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	**School, IPCSC, SDE**			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: • A member of the IPCSC • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, IPCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Assist students with finding a next school and transfer student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the IPCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation, and deterioration. 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			

Maintain and Organize Records **1.** Maintain all corporate records related to: • Loans, bonds, mortgages, and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes, and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. Determine where records will be stored after dissolution.	School			

Transfer Student Records and Testing Material **1.** Ensure that all student records are organized and complete. **2.** Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the receiving school. Records must include: • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. **3.** Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up **1.** Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e., Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. **2.** Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. **3.** Organize and pack items purchased with federal funds and arrange for IPCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ IPCSC walk-though must be scheduled advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the IPCSC will delay the date for pick-up of federal items.	School, IPCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to IPCSC and SDE. Identify acceptable use of reserve funds.	School, IPCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above) but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports **1.** Communicate with the IPCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. Prepare and submit annual reports to the authorizer.	School, IPCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE and the IPCSC.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports **1.** Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. Prepare and submit reports to the SDE and/or federal government.	School, SDE			

Prepare and Submit Final Closure Report to the IPCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: **1.** The name and contact information of the individual(s) with whom the IPCSC can follow-up after closure if there are questions or issues to be addressed. **2.** The school's final financial status, including the final independent audit. **3.** The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure. • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure. • A copy of public communication to parents regarding how to access student records after closure. **4.** The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers. • If necessary, the plan for storage and access to personnel records after closure, including the	School, IPCSC			

signature of the person / entity that has agreed to be responsible for transferring records after closure. • A copy of communication to staff regarding how to access personnel records after closure. Additional documentation (inventories, operational info, etc.) may be included with the report				

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) Unless otherwise provided in the bylaws, the board of directors' votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School, IPCSC			
Notify the Secretary of State (I.C. § 30-3-112) 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators. Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School, SDE			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring, or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.	School, SDE			

Doing every other act necessary to wind up and liquidate its assets and affairs.				
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School, SDE			

BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:	Case No. 21-52502
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	**FINDINGS OF FACT, CONCLUSIONS OF LAW, AND FINAL ORDER**

INTRODUCTION AND PROCEDURAL HISTORY

1. This matter came for hearing before the Idaho Charter School Commission ("Commission") on February 11, 2022. The hearing concerned whether to renew, renew with conditions, or nonrenew the charter held by ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS") pursuant to Idaho Code section 33-5209B. The hearing was conducted in person in the West Conference Room of the Joe R. Williams Building, located at 700 W. State Street, Boise, Idaho. All members of the Commission were present. Chairman Alan Reed presided over the hearing. Bret Walther of Anderson Julian & Hull, LLP represented ACVS. Deputy Attorney General Rachel Kolts represented Commission Staff.

2. The parties offered documentary evidence, as follows: Commission Staff offered Exhibits A through NN and ACVS offered Exhibits 1 through 9. Prior to the hearing, the parties stipulated to the admission of Commission Staff Exhibits A through HH, and JJ through NN; and to ACVS Exhibits 1 through 7. Commission Staff objected to the admission of ACVS Exhibits 8 and 9, and ACVS objected to the admission of Commission Staff Exhibit II. The objections to the exhibits were taken up at the hearing. ACVS withdrew Exhibits 8 and 9, and Commission Staff withdrew Exhibit II.

3. The following witnesses provided testimony at the hearing:

<u>On behalf of Commission Staff:</u>
Jenn Thompson, Director of the Idaho Charter School Commission

On behalf of ACVS:
Dr. Laura Sandidge, ACVS Administrator
Lori Lyman, ACVS Board Chairman
Ross Jones, ACVS Chief Financial Officer
Victoria Murphy, Teacher, ACVS
Denice Vincent, Teacher, ACVS
Cara Mia Dorrian, Teacher, ACVS
Claudia Frent, Parent
Marnie Dundas, Parent

4. At the conclusion of the hearing, the Commission carefully reviewed and considered the testimony and materials presented by the parties, and orally voted on a resolution of this matter. Pursuant to Idaho Code section 33-5209C(5), this written Order memorializes the Commission's decision in this matter.

FINDINGS OF FACT

5. ACVS opened in 2010, with a mission focused on academic achievement. Ex. A at 3. It currently serves approximately 400 students in grades K-12, and offers a virtual instructional model with multiple student labs.

6. The Commission granted ACVS a Charter School Performance Certificate on June 30, 2017, which authorized ACVS to operate as a public charter school in Idaho for a term of five years with conditions, effective July 1, 2017. Ex. B.

7. ACVS filed a Charter Renewal Application in 2021. *See* Ex. 6 and Ex. D.

8. On November 15, 2021, the Director of the Idaho Public Charter School Commission ("Director") sent ACVS a Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter ("Recommendation"). Ex. C. The Recommendation recommended that ACVS's charter not be renewed for reasons relating to ACVS's failure to meet the terms of its Performance Certificate. Specifically, the Recommendation listed the following reasons that ACVS's charter should not be renewed: (1) ACVS did not meet standard on

"Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework; (2) ACVS did not meet standard on Operational Measure 3d: Public Transparency" of the Commission's Performance Framework; (3) "ACVS did not meet standard on Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework; (4) ACVS did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework; (5) ACVS did not meet standard on "Operational Measure 5a: Additional Obligations" of the Commission's Performance Framework; (6) ACVS has had consistently low academic performance during the current Performance Certificate term; and (7) the financial audit for the fiscal year 2021 reflects outcomes indicative of financial distress. *See* Ex. C at 2-6. *See also* Ex. J (detailing how ACVS's outcomes during the most recently completed school year measure up against the expectations established in the Performance Framework); Ex. G. at 16 (summarizing ACVS's academic, operational, and financial performance between 2016 and 2021). In addition, the Recommendation informed ACVS that it must either accept the Director's recommendation as presented or request a hearing by no later than December 15, 2021. Ex. C at 1-2.

9. ACVS timely notified Commission Staff that it did not agree with the Recommendation and requested an administrative hearing. *See* Ex. D at 2. It also provided a response detailing the changes that ACVS had implemented or proposed to be implemented, to address the concerns outlined in the Recommendation. Ex. D at 3-25. Specifically, ACVS responded as follows:

a. ACVS acknowledged that it did not meet standard on Operational Measure 3a: Governance Requirements. ACVS provided background as to why it was an issue and asserted that it had taken several steps to address the concern. First, ACVS stated that

Board membership has been increased from five to seven and that Board members have received and will continue to receive training regarding Board ethics and governance through the Idaho School Boards Association ("ISBA") and through Anderson, Julian & Hull, LLP. Further, ACVS asserted that the ACVS Board worked with the ISBA to structure, model, and update its policies per school district and charter school policy manuals. In addition, ACVS stated that Kevin McLaren, ACVS Board member, and Dr. Laura Sandidge, ACVS Administrator, resigned to ensure that no conflict of interest or mismanagement issues occurred. ACVS also expressed its willingness to accept additional suggested improvements from the Commission. Ex. D at 3-5.

b. ACVS acknowledged that it did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. It explained that the issue was related to a concern that the ACVS Board may have violated the Open Meetings Law by failing to post the agenda in the summary and that the issue was resolved after ACVS made changes to its website. In addition, ACVS noted that it enhanced the ease of accessing information on its website, which has increased data security and transparency. Ex. D at 8-10.

c. ACVS addressed the issue that it was not meeting standard on "Operational Measure 3c: Reporting Requirements" of the Commission's Performance Framework by describing changes it had made to staff responsibilities. Specifically, ACVS stated that in around spring 2021, ACVS restructured key roles, which required staff to learn new tasks. According to ACVS, those staff members received significant training. ACVS asserts these changes have been beneficial to ACVS on working toward meeting standard on "Operation Measure 3c: Reporting Requirements." Ex. D at 6.

d. ACVS acknowledged that it did not meet standard on "Operational Measure 3b: Board Oversight" of the Commission's Performance Framework and acknowledged that this measure required the ACVS Board practice consistent and effective oversight over the school and its administrator. ACVS asserted that it did not recognize any issue regarding the relationship between Dr. Sandidge and ACVS as the relationship had been documented at the school's inception and ACVS believed the Commission was aware of the relationship. ACVS explained that it has updated its practices relating to procurement and made adjustments to how key responsibilities are delegated to staff so that tasks are completed comprehensively and timely. Ex. D at 5-6.

e. Regarding not meeting standard on "Operational Measure 5a: Additional Obligations" of the Commission's Performance Framework, ACVS asserted that the standard was still in progress based on the timeframes outlined by the Commission. According to ACVS, the Commission did not inform Dr. Sandidge that she needed to complete an ethics training prior to recertification in 2025, and as a result, Dr. Sandidge had not completed the training as of at least December 15, 2021. Ex. D at 5.

f. ACVS acknowledged that it has had consistently low academic performance and that it has not met the growth measures in Academic Outcomes during the current Performance Certificate term. But it stated that this outcome is still in progress. ACVS described the efforts it took to increase Academic Outcomes for all students attending the school. It noted that it was involved with the Department of Education School Improvement Project between the 2018-2019 school year through the 2021-2022 school year; and that because of the progress ACVS has made, it is no longer eligible for that program. ACVS asserted it has worked individually with each student to help them grow

in ELA, Math, and Informational Reading. ACVS also asserted that its student demographic impacts graduation rates. ACVS described three changes made that have significantly impacted students and staff: (1) all students in grades K-12 are required to take the NWEA Measuring Academic Performance ("MAP") tests three times per year; (2) depending on the MAP test scores, students are given additional classes or are placed in different classes to help them grow; and (3) ACVS curriculum is aligned with the State standards and embeds progress monitoring to ensure students are achieving. Ex. D at 11-14.

g. ACVS disagreed that its financial audit for the fiscal year 2021 reflected outcomes indicative of financial distress. ACVS asserted that it did not experience financial hardship as it was responsible with its budget and accumulated sufficient funds to withstand potential hardship. Further, ACVS emphasized that its auditor found that ACVS's ending fund balance/carryover for FY2021 is on the high-end of their reserve recommendation. In addition, ACVS noted that performance reports prepared and distributed by the Commission considered ACVS's fiscal accountability as exemplary and provided ACVS with a designation of "Honor." Ex. D. at 7-8.

10. Pursuant to written notice, on February 11, 2022, an evidentiary hearing was held before the Commission.

11. Director Thompson testified as to the reasons behind the Recommendation, including that ACVS's academic outcomes, financial status, and operational conduct were below standard. Specifically, Director Thompson testified as follows:

a. ACVS's Board has been on notice of the issues forming the basis of the Recommendation and of the possibility of revocation or nonrenewal since 2017.

b. ACVS's comparison group is the Statewide Average Outcome and the Aggregated Average of All Virtual Schools. Based on these comparison groups, ACVS did not meet the minimum "meets standard" mark across all years of the Performance Certificate term. While there was discussion of creating a custom comparison group for ACVS, custom comparison groups must be based on similar demographic makeups. In the case of ACVS, using alternative school demographic data would not provide an apples-to-apples comparison, as ACVS's at-risk students make up 62% of the school's student body and alternative schools' student body must be made up of 100% of at-risk students.

c. While ACVS's financial outcomes have been designated as "Honor," it does not have the minimum 60 days of cash-on-hand to meet standard. In addition, records show that ACVS had made several late payments, which also causes it to not meet standard on financial outcomes.

d. ACVS's outlook on its operational outcomes is most concerning to Commission Staff. In fact, ACVS has failed to meet standard on any of the outcomes in this category. While ACVS was notified of potential ethical and legal violations by Commission Staff and by other agencies, like the Idaho Professional Standards Commission and Canyon County Prosecutor, it failed to promptly address the issues. Further, issues relating to public transparency and reporting requirements have been ongoing.

12. Dr. Sandidge testified as to the allegations contained in the Recommendation, as well as to her role in the circumstances. Specifically, she testified as follows:

a. Dr. Sandidge described the types of students attending ACVS, and some of the challenges those students face regarding academic achievement. ACVS has

extensively revamped its academic programs aimed at assisting students in reaching academic success. Many students attending ACVS are admitted with low scores; this in turn impacts ACVS's performance outcomes. Nevertheless, ACVS has worked hard to help students achieve academically.

b. Dr. Sandidge accepted responsibility for the failures of ACVS's operational outcomes. Further, Dr. Sandidge stated she resigned, and ACVS has a succession plan in place. Dr. Sandidge acknowledged that ACVS had failed to submit reports, etc., but that the school has worked hard to ensure that good leadership is in place. She emphasized that ACVS is just now beginning to move forward, and she is optimistic of its future.

13. Mr. Jones testified to ACVS's financial status. Specifically, he testified that:

a. ACVS has been profitable, and its financial position has been very strong every year, except during 2021. Despite ACVS having to access operating reserve funds during 2021, the school has 90 days of operating revenue. And while the report indicates that ACVS only has 41 days of cash-on-hand, after receivables were deposited, ACVS had a fund balance larger than it has ever had. In sum, ACVS is financially sound. *See* Ex. A at 8.

b. ACVS chose not to claim pandemic relief funds out of an abundance of caution. ACVS decided that it would appear more prudent to not access taxpayer dollars, particularly because ACVS had been able to operate throughout the pandemic.

14. Chairman Lyman testified as to ACVS and its mission, and her role as ACVS Board Chair. Chairman Lyman recognized that the ACVS Board needs training, which will address many of the deficiencies noted in the Recommendation. She also stated that the changes made to the

Board structure will help ACVS succeed, and that she believed that the Board will be able to make the improvement needed to address the Commission's governance and oversight concerns.

15. Ms. Murphy, Ms. Dorrian, and Ms. Vincent testified to their experience as teachers at ACVS, the education students receive at ACVS, and the role ACVS plays in students' lives.

16. Ms. Frent and Ms. Dundas testified to their experience with ACVS as parents and how they feel ACVS has served their children while attending ACVS.

17. During deliberation, the Commission emphasized that it does not take its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership's understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See* Ex. HH. Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

18. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

19. Therefore, based on the evidence and testimony before it, the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

CONCLUSIONS OF LAW

20. The Commission has the authority and discretion to nonrenew the charter held by ACVS, pursuant to Idaho Code section 33-5209B(2) and (9); and Rules Governing Public Charter Schools, IDAPA 08.02.04 *et seq*.

21. During deliberations, the Commission emphasized that it does not make its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership's understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See* Ex. HH. Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

22. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

23. Therefore, based on the evidence and testimony before it, the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

FINAL ORDER

Based on the foregoing Findings of Fact and Conclusions of Law, and good cause being shown, IT IS ORDERED that:

1. The charter held by Another Choice Virtual Charter School, Inc. is **NOT renewed**.

2. Another Choice Virtual Charter School, Inc. will cease operations as of June 30, 2022.

3. The Director shall begin closure protocol. In addition, all parties shall adhere to the Commission's Closure Protocol in closing school operations. The Commission's Closure Protocol is contained in Exhibit NN.

IT IS SO ORDERED.

DATED this 10th day of March, 2022.

IDAHO PUBLIC CHARTER SCHOOL
COMMISSION

By: Alan Reed
ALAN REED
Chairman

NOTICE OF APPEAL RIGHTS

This is a final order of the Idaho Public Charter School Commission relating to a charter non-renewal decision. This order may be appealed by the public charter school to the Idaho State Board of Education ("Board"), pursuant to Idaho Code section 33-5209C(8).

The notice of appeal must be in writing and submitted to the Board within 30 days of the date on this order at the following address:

Idaho State Board of Education
Attn: Matt Freeman, Executive Director
650 West State Street, 3rd Floor
Boise, ID 83702
matt.freeman@osbe.idaho.gov

Along with the notice of appeal, the public charter school must submit to the Board one hard copy and one electronic copy of the complete record of all actions taken with respect to the decision to non-renew the charter.

A copy of the notice of appeal must also be submitted to the Idaho Public Charter School Commission at the following address:

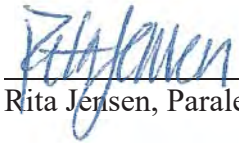
Idaho Public Charter School Commission
Attn: Jenn Thompson, Director
304 North 8th St., Suite 242
Boise, ID 83702
jenn.thompson@osbe.idaho.gov

Appeals relating to a charter non-renewal decision are governed by the procedure described in the Rules Governing Public Charter Schools, IDAPA 08.02.04.403, which are available on the internet at: https://adminrules.idaho.gov/rules/current/08/080204.pdf. Additional information relating to submission of an appeal can be found there.

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on March 10, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Representing ACVS: Bret A. Walther Anderson, Julian & Hull 250 S. 5th St., Ste. 700 P.O. Box 7426 Boise, ID 83707 Email: bwalther@ajhlaw.com	☐ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile ☒ Email
Representing Commission Staff: Rachel Kolts State General Counsel & Fair Hearings Division 954 W. Jefferson St., 2nd Floor P.O. Box 83720 Boise, ID 83720-0010 Email: Rachel.Kolts@ag.idaho.gov	☐ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile ☒ Email
Jenn Thompson, Director Idaho Public Charter School Commission 304 N. 8th St., Ste. 242 Boise, ID 83702 Email: Jenn.Thompson@osbe.idaho.gov	☐ U.S. Mail ☐ Hand Delivery ☐ Overnight Mail ☐ Facsimile ☒ Email



Rita Jensen, Paralegal

TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO** Falcon Supercomputer Agreements	Information Item
2	**INTERCOLLEGIATE ATHLETICS** FY2021 Revenue and Expenses Reports	Information Item
3	**INTERCOLLEGIATE ATHLETICS** FY2021-22 Compensation Reports	Information Item
4	**INTERCOLLEGIATE ATHLETICS** FY2022 Gender Equity Reports	Information Item
5	**FY2024 BUDGET GUIDELINES**	Action Item
6	**BOISE STATE UNIVERSITY** Issuance of 2022 General Revenue Refunding Bonds	Action Item
7	**BOISE STATE UNIVERSITY** Professional Fee – Master of Athletics Training Program	Action Item
8	**BOISE STATE UNIVERSITY** Program Fee – Associate of Arts/Associate of Science	Action Item
9	**BOISE STATE UNIVERSITY** Construction Management Project Authorization	Action Item
10	**BOISE STATE UNIVERSITY** Stadium Video Board Project – Melaleuca Gift Agreement/Construction	Action Item

TAB	DESCRIPTION	ACTION
11	**IDAHO STATE UNIVERSITY** Professional Fee – Sign Language Interpreting Program	Action Item

UNIVERSITY OF IDAHO

SUBJECT

FALCON Supercomputer Agreement

REFERENCE

May 2016	State Board of Education (Board) received initial overview briefing on proposed project from INL Program Manager
June 2016	Board members toured potential construction sites for new facilities on properties adjacent to INL operations. Board assigned two of its members to serve on a project feasibility/coordination team.
August 2016	Board approved request to sponsor the Cybercore and Collaborative Computing Center (C3) facilities construction project, subject to subsequent approval of plans for financing and construction of the project through the Idaho State Building Authority.
September 2016	Board approved concurrent resolution for 2017 Legislative session as a prerequisite to obtaining state bonding authority for the project.
February 2017	Board authorized Executive Director to make purchase offer for acquisition of Idaho State University Foundation-owned parcel for siting of the Cybercore facility.
March 2017	Legislature approved Senate Concurrent Resolution 105, authorizing Board to enter into arrangements with Idaho State Building Authority (ISBA) for financing and construction management of the C3 and CIC facilities.
March 2018	The Idaho State Board of Education authorized bond issuance of $82,535,000 for the development and construction of the Cybercore Integration Center facility and the Collaborative Computer Center facility, including a sublease with Battelle Energy Alliance, LLC.

BACKGROUND/DISCUSSION

At a Board meeting on March 8, 2018, the State Board of Education approved a sublease with Battelle Energy Alliance, LLC ("BEA") relating to the Collaborative Computer Center Facility ("C3 Facility"). Article 6 of the Sublease lists as permitted uses of the subleased premises: "education collaboration in accordance with certain Authorizing Legislation" and "accommodating research and educational

opportunities within Idaho's public higher education institutions is a material term and condition of the Sublease." In 2018, the Idaho State Board of Education, Boise State University, Idaho State University, and the University of Idaho entered into a Memorandum of Understanding with BEA. This MOU was updated in 2020. Among other things, the MOU listed remote access and use of high performance computations capabilities for education, research and professional exchange as desirable forms of collaboration between the parties.

In pursuit of the goals outlined in the sublease and the MOU, BEA has offered the universities the use of the FALCON supercomputer to enhance the collaborative research capabilities of the universities. To take advantage of the offer to use this incredible asset and to ensure equal access, the three universities worked together on a cooperative basis and entered into an MOU to govern the use of the FALCON supercomputer, including allocating costs, designating a lead institution for the management of FALCON, the establishment of an operating committee, and requiring each university to hire a full-time Systems Administrator. For the initial rotation, the University of Idaho has been designated as the lead institution for the management of FALCON.

IMPACT

The FALCON supercomputer is one of the fastest supercomputers available for use by academic institutions. Having the use of this asset dramatically enhances the research capabilities of each of the three universities. FALCON remains located at the C3 facility. Each university is responsible for hiring a full-time systems administrator, but the Idaho National Laboratory is paying half of the cost of these systems administrators for two years.

ATTACHMENTS

Attachment 1 – Acknowledgement Letter Regarding the Use of FALCON
Attachment 2 – MOU between UI, BSU, ISU

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The MOU documents the universities' responsibilities for management, financial costs, shared use, and access to the BEA's decommissioned FALCON supercomputer. This remarkable resource is made possible as a result of the unique public-private partnership between the State Board of Education and BEA in the form of the C3 facility. The supercomputer will provide students, faculty and staff with access to computing power virtually unparalleled in the nation.

BOARD ACTION

This item is for informational purposes only.

University of Idaho

OFFICE OF RESEARCH AND ECONOMIC DEVELOPMENT
Office of the Vice President
875 Perimeter Drive MS 3010
Moscow ID 83844-3010

208-885-6689
208-885-4990 [FAX]
vpresearch@uidaho.edu
uidaho.edu/research

December 17, 2021

Dr. Marianne Walck
Deputy Laboratory Director for Science and Technology
Chief Research Officer
Marianne.Walck@inl.gov

Dr. Terrence Brog
CAES Interim Director
Terrence.Brog@inl.gov

Dear Dr. Walck and Dr. Brog,

We wish to thank Battelle for offering the use of the FALCON supercomputer to the University of Idaho, Boise State University, and Idaho State University (collectively "Universities"). Having this incredible asset available for use by our universities is an invaluable addition to the collaborative research capabilities of Idaho's public-universities. To support the use of FALCON, the Universities have entered into a Memorandum of Understanding ("MOU") for the purpose of utilizing FALCON as an energizing force for innovation, collaboration, and education in Idaho. The MOU is attached to this letter for your reference.

Pursuant to the MOU, the FALCON supercomputer shall remain at the Collaborative Computing Center described particularly in the Facility Sublease Agreement No. 179447 ("Sublease"), by and between Battelle Energy Alliance, LLC and the Idaho State Board of Education.

This letter is to confirm and receive acknowledgement of Battelle's commitment to the compliance requirements of the Sublease, as well as the Memorandum of Understanding between the Idaho State Board of Education, Idaho universities and the Idaho National Laboratory, managed and operated by Battelle, signed in 2018 and updated in May 2020.

In particular, a material term and condition of the Sublease is accommodating research and educational opportunities with Idaho's public higher education institutions. Battelle's commitment to the terms of the Sublease regarding utility charges and permitted uses, including temporary, partial support of systems administrators, and the Universities' shared use, access, and collaboration of the FALCON supercomputer, furthers this material term and condition. In addition, this collaborative effort is consistent with the 2018 Memorandum of Understanding between the Universities and the Idaho National Laboratory where remote access and use of high-performance computer capabilities for education, research and professional exchange was agreed to as a desirable form of collaboration.

Please sign and return this letter of acknowledgment at your earliest convenience.

Marianne C. Walck 01/18/2022
Signature Date
Dr. Marianne Walck
Deputy Laboratory Director for Science and Technology
Chief Research Officer

01/18/2022
Signature Date
Dr. Terrence Brog
CAES Interim Director

University of Idaho

12/17/2021
Signature Date
Christopher Nomura
Vice President for Research
and Economic Development

Idaho State University

12/26/2021
Signature Date
Donna Lybecker
Interim Vice President for Research and
and Economic Development

Boise State University

01/04/2022
Signature Date
Nancy Glenn
Interim Vice President for Research
and Economic Development

MEMORANDUM OF UNDERSTANDING

Between

The University of Idaho (UI), Boise State University (BSU), and Idaho State University (ISU) (collectively the "Parties") for the purpose of utilizing the FALCON supercomputer as an energizing force for innovation, collaboration, and education in Idaho.

The purpose of this Memorandum of Understanding (MOU) is to describe certain mutual understandings between the Parties regarding their intentions to collaborate and facilitate use, access, responsibilities, and administration of the FALCON supercomputer.

RECITALS

WHEREAS, Battelle Energy Alliance, LLC (BEA) is the Sublessee under Facility Sublease Agreement 179447 ("Sublease") between the Idaho State Board of Education ("SBOE") as Sublessor of certain premises in Idaho Falls, Idaho known as the Collaborative Computing Center ("C3 Facility") described particularly in the Sublease, which Sublease including Exhibits, is incorporated here as if set forth verbatim in its entirety;

WHEREAS, Article 6 of the Sublease lists as permitted uses of the subleased premises 1) education collaboration in accordance with certain Authorizing Legislation and 2) general business administrative office, laboratories, research and development, other technical services and similar uses for performance of BEA's duties and obligations under its Prime Contract and further states that 3) accommodating research and educational opportunities within Idaho's public higher education institutions is a material term and condition of the Sublease;

WHEREAS, BEA and the Parties previously entered a non-binding Memorandum of Understanding listing remote access and use of high performance computation capabilities for education, research and professional exchange as a desirable forms of collaboration;

WHEREAS, the Parties desire to manage/operate certain computing hardware and support equipment, known as the FALCON supercomputer (FALCON), consistent with the terms, conditions and requirements of the Sublease and applicable law and in furtherance of the purpose, terms and conditions noted in Article 6 of the Sublease;

WHEREAS, BEA is agreeable to operation and use of FALCON in the C3 Data Center for a period, purpose and manner described in this MOU in exchange for the Parties' full performance of obligations under this MOU and fulfillment of the terms and conditions thereof;

WHEREAS the Parties believe joint administration and shared access to FALCON will have the following applications and benefits:

1. Student training and workforce development in HPC (both application and administration of HPC).
2. Cross campus collaborative products (research, training, teaching).
3. Research amplification (novel projects, increased project efficiency).
4. Increase connection and collaboration between the Idaho Universities and INL and foster sustainable long-term partnerships.
5. Elevate the excellence of personnel and recruit new experts.
6. Expanded access to shared cyberinfrastructure expertise including human resources.

7. Leveraging of existing and new infrastructure at the state level. (e.g. Idaho Regional Optical Network).
8. Leveraging FALCON as a differentiator for Parties and as an attractor for new students and faculty.

WHEREAS each of the Parties has unique capabilities and resources to bring to bear in administering FALCON as an educational and research endeavor and choose to share those collaboratively;

WHEREAS the Parties agree to the University of Idaho as lead institution ("Lead Institution") to manage, coordinate and implement the inter-institutional collaboration and administration of FALCON; now

THEREFORE, this MOU serves to memorialize the Parties' mutual understandings and agreements regarding responsibilities for the management, cost share and access to FALCON.

Article 1: OBJECTIVES

The intended objective of this MOU is to set forth the Parties' responsibilities for management, financial costs, shared use, and access of FALCON. In addition, it is the objective of this MOU to outline the general scope, responsibilities and privileges associated with the role of Lead Institution for this collaborative effort.

Article 2: AREAS OF COLLABORATION

Areas of cooperation include, but are not limited to, the following:

2.1 Shared costs of operation, maintenance and continued growth of FALCON;

2.2 Creation of committees and sub-groups to carry out management of FALCON;

2.3 Employment of necessary administrators and staff to support FALCON;

2.4 Inter-institutional collaborative research projects.

Additional topics of potential cooperation may be considered based on mutual written consent by the Parties.

Article 3: MANAGEMENT OF THE COLLABORATION

This MOU is an evolving collaboration requiring the information be updated annually.

The Coordinators, below, or their designee(s) are to record and track the progress related to this MOU and collect periodic status reports. To meet the strategic long-term objectives of the Parties' shared administration and access to FALCON, the Coordinators will determine annual targets and progression of collaboration each year, through annual addendums to this MOU starting in calendar year 2022.

The Coordinator representing the Lead Institution shall provide a written status report of progress, future goals and/or objectives of the collaboration to the State Board of Education on an annual basis. This MOU is intended to foster annual milestones to increase existing collaboration with the Parties and does not limit expanded future collaborative endeavors. The Coordinators for the respective institutions are as follows:

University of Idaho

Chris Nomura, Vice President for Research and Economic Development

Idaho State University

Donna Lybecker, Interim Vice President for Research and Economic Development

Boise State University

Nancy Glenn, Interim Vice President for Research and Economic Development

Article 4: OPERATION OF THE COLLABORATION

4.1 Lead Institution

At all times during the performance of this MOU, one of the Parties shall serve as Lead Institution for the administration and management of FALCON. In consideration for the financial responsibilities of the Lead Institution described in Section 5.1 and 5.2 of this MOU, the Lead Institution shall be permitted to advertise, promote, and market that Institution, itself, as Lead Institution of FALCON for purposes of, but not limited to, recruitment and publicity. All Parties, including the Lead Institution, shall make a good faith effort to reference the collaboration of the partner Parties and INL in similar communications.

The Parties agree that UI shall serve as initial Lead Institution of FALCON, and that any changes to Lead Institution of FALCON shall be consistent with the reimbursement of initial investment costs for FALCON by UI described in detail in Section 5.1 of this MOU.

4.2 Operating Committee

Within forty-five days from the date of this MOU, the Parties shall select an Operating Committee made up of one representative from each of the Parties, and one ex-officio, non-voting representative from INL. The purposes of the Operating Committee shall include, but are not limited to, addressing any logistical issues that may arise from the collaboration, addressing costs to operate, maintain, and upgrade or otherwise optimize FALCON, establishing policies and procedures related to shared access to FALCON, including the establishment of a Systems Security Plan, Acceptable Use Policy, and adoption, creation, and/or approval of other documentation necessary for the secure and collaborative access and operation of FALCON. The Operating Committee shall meet on a monthly basis and shall have general oversight of all operations of FALCON and authority to create any necessary sub-committees to manage and carry out the functions of FALCON. The Operating Committee shall work closely with the Systems Administrators, consistent with Article 6 of this MOU, to determine the financial, personnel and technical needs of FALCON.

4.3 Location of FALCON

FALCON shall remain physically in the Collaborative Computing Center ("C3") at INL for the benefit and shared access by the Parties. The Parties shall use their best efforts to sustain open and shared access to FALCON. Specific details concerning access to FALCON shall be addressed by the Operating Committee. INL shall continue to support the facility requirements of Falcon.

Article 5: FINANCIAL OBLIGATIONS OF COLLABORATION

5.1. Initial Operational Costs

Except as the Parties may otherwise agree in writing, each Party shall be responsible for an equal share of the costs reasonably incurred in connection with the operation, administration, and shared access to FALCON (the "Operation Costs"). Operation Costs include those costs that arise from the Parties' shared access and operation of FALCON and include, but are not limited to, expendable supplies, equipment, systems upgrades, software, and hardware that arise from FALCON administration. Operation Costs should not include those costs that arise solely from a Party's individual access and operation of FALCON including, but not limited to, home campus technical support, executive support, overhead, and costs or expenses paid for by a third party.

The Parties acknowledge that UI, as Lead Institution, has agreed to make initial investments in the Operation Costs for the benefit of the Parties. The University of Idaho is willing to absorb these initial investment costs only during the period where the UI is Lead Institution and managing FALCON. Should the management of the computer rotate, the Parties agree that they will each reimburse UI their pro-rata share of these initial investments in Operation Costs less depreciation of the asset (5-year straight line depreciation schedule). Specific details of the rotation of management shall be addressed by the Operating Committee.

5.2 Future costs for operation, maintenance, and growth.

The Operating Committee shall meet monthly to address ongoing and projected Operation Costs that arise from the shared access, use, and upgrade or other optimization of FALCON. Monthly reports of costs shall be submitted by the Operating Committee to the Lead Institution for payment.

Throughout the period of this MOU, the Lead Institution shall pay the Operation Costs and make a quarterly accounting, which it shall report to the other Parties to be reimbursed in equal shares. If one of the Parties determines that they do not need to use their share of the computing capacity, that capacity will be made available to the other Parties to reduce or offset the operating charges to the Party offering their capacity.

Unless otherwise agreed to in writing, if one of the Parties fails to reimburse its respective share of the Operation Costs within 30 days, the Operating Committee shall vote on the defaulting Party's ability to use, operate, or otherwise access FALCON, including but not limited to, limiting such Party's access until such time as its amount due is paid in full.

5.3 Commitment to Systems Administrators

Within six months from the date of this MOU, the Parties will each hire or otherwise employ one (1) full-time employee dedicated to support FALCON ("Systems Administrators"). The Parties understand that INL has committed to funding 0.5 FTE of each of these employees for a period of two (2) years beginning the initiation of this Collaboration. Each Party shall individually be responsible for the remaining 0.5 FTE funding of its employee during this two-year period. Except otherwise agreed to in writing, in the event that any one of the Parties fails to hire or employ a Systems Administrator, that Party shall forfeit its rights to use, operate, or otherwise access FALCON. Each Systems Administrator shall at all times be employees and under the supervision of their respective institutions.

Following the two-year period of INL's partial funding of the Systems Administrators, each Party shall be individually responsible for the continued employment of a Systems Administrator, one (1) full-time

employee dedicated to support FALCON. Except otherwise agreed to in writing, in the event that any one of the University Parties fails to hire a Systems Administrator, that Party shall forfeit its rights to use, operate, or otherwise access FALCON.

Article 6: COOPERATION OF SYSTEMS ADMINISTRATORS

The three Systems Administrators will form a cohesive multi-institutional team focused on the maintenance, support, and operation of FALCON. The Systems Administrator from the Lead Institution shall serve as the technical team leader for the three institutions and is responsible for the routine, technical decisions related to FALCON. The three Systems Administrators shall work closely with members of the Operating Committee to communicate the technical, personnel and financial needs of FALCON.

Article 7: DURATION, AMENDMENT AND TERMINATION

7.1 Activities under this MOU may commence upon signature and may continue for 10 years unless discontinued in writing by Parties. This MOU may be modified or extended by mutual written consent of the Parties.

7.2 The Parties intend that any questions of interpretation or implementation relating to this MOU arising during its term are to be resolved by consultations between them.

7.3 This MOU may be discontinued at any time by mutual written consent of the Parties. Alternatively, any University Party that wishes to discontinue its participation in this MOU should endeavor to provide at least ninety (90) days advance written notice to the other Parties. The Parties intend that any discontinuance of this MOU should be without prejudice to any rights and obligations that may have accrued under separate executed agreements to effectuate the intended collaborations, activities and exchanges contemplated under this MOU.

7.4 Non-compliance. Unless otherwise agreed to in writing by the Parties, failure to comply with the terms of this MOU including, but not limited to, the financial obligations provided in Article 5 of this MOU, shall result in the non-complying Party losing any rights to use, operate, or otherwise access FALCON.

Article 8: MISCELLANEOUS PROVISIONS

8.1 Independent Entities: The Parties understand that nothing contained herein is intended to authorize any Party to bind or act for, or assume any obligations or responsibilities on behalf of, the other Parties, beyond those provided for in this MOU. In no event is this MOU intended to be construed to create a partnership, joint venture, alliance or any other affiliation between the Parties. The purpose of this MOU is to describe certain mutual understandings between the University Parties and collaborating parties regarding the intentions to collaborate and facilitate use, access, responsibilities, and administration of the FALCON supercomputer solely.

8.2 Liability: In no event is this MOU to be construed to cause the Parties to be liable to another entity or its affiliates for loss or profits, loss of products, loss of use, or indirect, consequential or special damages.

8.3 Consent: This MOU is not intended to commit nor obligate the Parties to provide any products, to perform any services, or to accept any responsibilities without the other Party's prior written consent.

8.4 Additional topics of potential cooperation: Based on mutual written consent, the Parties may enter into further MOUs or agreements of additional topics of potential cooperation related to or arising from the activities contemplated by this MOU.

University of Idaho

Signature Date 12/20/2021

Scott Green, President

Idaho State University

Signature Date 1/3/2022

Kevin Satterlee, President

Boise State University

Signature Date 01/11/2022

Marlene Tromp, President

SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016 Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

Board policy V.X. establishes limits on how much state appropriation (including appropriated spending authority for tuition and fees) each institution can expend for intercollegiate athletics. Increases to the limits are generally tied to changes to the appropriated funds (General Funds and tuition and fees), or through Board approval. The policy provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements. The current policy allows the ability for institutions to increase the student athletic fees without regard to the general education appropriation.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2021 in Attachments 1 through 4.

ATTACHMENTS

Attachment 1 Boise State University
Attachment 2 Idaho State University
Attachment 3 University of Idaho
Attachment 4 Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2021. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting. Representatives from the institutions will be available to respond to questions from Board members if necessary.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2021
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING REVENUES								
Ticket Sales	$ 1,031	$ 53,154	$ (755)	$ 4,287	$ -	$ 8,450	$ -	$ 66,167
*Direct State or Other Government Support	-	3,588	158,357	459,383	205,679	931,386	10,624,652	12,383,045
Student Fees	-	-	-	-	-	-	3,774,765	3,774,765
**Direct Institutional Support	1,148,714	203,950	421,525	204,125	187,345	1,062,607	1,886,694	5,114,960
Indirect Institutional Support	-	-	-	-	-	-	2,093,356	2,093,356
Guarantees	-	-	-	-	-	2,500	-	2,500
Contributions	1,567,828	-	436,161	-	-	756,607	1,981,159	4,741,755
Media Rights	3,429,258	907,554	-	25,490	6,926	25,538	-	4,394,766
NCAA Distributions	465,995	420,895	176,376	71,287	65,763	464,548	-	1,664,864
Conference Distributions	1,128,885	27,273	-	-	-	-	-	1,156,158
Royalties Licensing Advertisement Sponsorship	2,951,632	745,489	5,250	20,938	5,689	41,978	14,000	3,784,976
Sport Camp Revenues	37,636	-	-	70	(3)	7,710	-	45,413
Other Operating Revenue	319,919	1,150	4,671	700	-	9,483	361,930	697,853
Total Operating Revenues	11,050,898	2,363,053	1,201,585	786,280	471,399	3,310,807	20,736,556	39,920,578

* Direct State or Other Government Support

FY21 COVID Related Support	$ 9,250,946

**Direct Institutional Support

Institutional Support Funds	$ 1,875,300
Out of State Tuition Waivers	3,239,660
Total Direct Institutional Support	$ 5,114,960

IDAHO STATE UNIVERSITY
ATHLETICS
6/30/2021

		MEN'S BASKETBALL	FOOTBALL	OTHER MEN'S SPORTS	WOMEN'S BASKETBALL	WOMEN'S VOLLEYBALL	OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL PROGRAM FY21
REVENUE:									
1	Ticket Sales	1,650	46,795	-	3,450	-	-	-	51,895
2	Direct State or Other Government Support	324,642	774,369	166,315	306,684	349,167	1,400,554	1,053,372	4,375,105
3	Student Fees	-	-	-	-	-	-	1,838,604	1,838,604
4	Direct Institutional Support	-	-	-	-	-	-	781,400	781,400
5	Less-Transfers to Institution	-	-	-	-	-	-	-	-
6	Indirect Institutional Support	-	36,373	110	-	-	110	76,802	113,394
6A	Indirect Institutional Support - Athletic Facilities Debt Service, Le	-	-	-	-	-	-	94,700	94,700
7	Guarantees	95,000	-	-	49,500	-	-	-	144,500
8	Contributions	9,990	19,273	-	2,000	1	12,977	277,365	321,606
9	In-Kind	38,501	44,687	10,623	18,957	14,963	32,462	128,231	288,425
10	Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-
11	Media Rights	807	2,756	-	152	17	23	18,817	22,571
12	NCAA Distributions	-	-	-	-	-	-	701,386	701,386
13	Conference Distributions (Non Media or Bowl)	17,950	1,527	11	9,490	214	(1,914)	1,211	28,491
14	Program, Novelty, Parking and Concession Sales	214	81	162	111	10	781	11,522	12,880
15	Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	320,011	320,011
16	Sports Camp Revenue	19,576	5,750	1,575	14,848	30,845	23,408	46,104	142,106
17	Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-
18	Other Operating Revenue	-	-	-	-	-	-	117,892	117,892
19	Bowl Revenues	-	-	-	-	-	-	-	-
	Total Operating Revenue	508,330	931,613	178,797	405,193	395,218	1,468,400	5,467,417	9,354,967
OPERATING EXPENDITURES:									
20	Athletics Student Aid	214,984	1,200,034	208,417	244,301	207,458	920,840	168,420	3,164,455
21	Guarantees	8,500	-	-	2,000	-	-	-	10,500
22	Entities	350,339	622,698	167,665	345,277	146,089	465,569	16,539	2,114,176
23	Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-
24	Support Staff/Admin Compensation/Benefits/Bonues pd by Univ	13,222	197,387	-	5,940	16,723	37,991	1,290,337	1,561,601
25	Third Party	-	-	-	-	-	-	-	-
26	Severance Payments	-	-	-	-	-	-	-	-
27	Recruiting	978	2,392	3,496	912	2,728	1,859	5,871	18,236
28	Team Travel	119,378	176,301	111,588	127,265	53,271	211,583	31,801	831,187
29	Sports Equipment, Uniforms and Supplies	41,472	314,845	31,828	31,071	58,100	105,132	149,092	731,539
30	Game Expenses	98,507	27,045	3,079	72,407	17,133	21,693	144,650	384,514
31	Fund Raising, Marketing and Promotion	594	922	-	594	360	162	87,490	90,122
32	Sports Camp Expenses	6,762	500	376	10,403	1,922	9,683	16,938	46,584
33	Spirit Groups	-	-	-	-	-	-	-	-
34	Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-
35	Direct Overhead and Administrative Expenses	23,266	97,494	3,717	19,233	11,936	21,064	287,126	463,836
36	Indirect Institutional Support	-	36,373	110	-	-	110	171,502	208,094
37	Medical Expenses and Insurance	-	-	-	-	-	-	292,871	292,871
38	Memberships and Dues	-	-	1,250	-	2,102	5,231	69,924	78,507
39	Student-Athlete Meals (non-travel)	16,039	37,360	4,335	6,934	5,186	15,061	18,014	102,929
40	Other Operating Expenses	25,352	56,107	6,259	22,498	18,519	23,967	137,376	290,078
41	Bowl Expenses	-	-	-	-	-	-	-	-
	Total Operating Expenses	919,392	2,769,458	542,119	888,833	541,529	1,839,946	2,887,952	10,389,230
	Net Increase/Deficit	(411,063)	(1,837,846)	(363,322)	(483,640)	(146,311)	(371,546)	2,579,465	(1,034,263)

University of Idaho
Intercollegiate Athletics
Schedule of Revenues and Expenses
For the Year Ended June 30, 2021 (unaudited)

	Men's Football	Men's Basketball	Men's Other Sports	Women's Volleyball	Women's Basketball	Women's Other Sports	Non-Program Specific	Grand Totals
Operating Revenues								
Ticket Sales	94,052	400	-	200	200	2,156	1,150	**98,158**
Student Fees			-			-	1,688,497	**1,688,497**
Direct Institutional Support								
General Education Funds	1,127,563	318,701	183,017	194,811	279,702	388,839	1,471,034	**3,963,667**
Institutional Support Funds	279,013	78,862	45,288	48,206	69,212	96,217	364,002	**980,800**
Other Institutional Support (Includes OST Waivers)	658,296	224,100	240,540	159,660	173,124	595,514	701,543	**2,752,777**
Indirect Institutional Support			-			-	283,330	**283,330**
Indirect Institutional Support - Athl Facil Debt Svc			-			-	781,456	**781,456**
Guarantees	-	45,000	7,786	1,500	-	925		**55,211**
Contributions	426,881	47,246	163,728	43,981	63,353	271,443	59,751	**1,076,383**
In-Kind	8,400	4,200	-		4,200	-	8,400	**25,200**
Compensation & Benefits Provided by 3rd Party	217,772	20,000	2,000	7,500	14,000	25,000	15,000	**301,272**
Media Rights	2,756	807	-	17	152	-		**3,731**
NCAA Distributions	130,459	30,618	74,704	28,743	32,902	152,417	332,184	**782,027**
Conference Distributions (Non-Media or Bowl)			-			-	13,252	**13,252**
Program, Novelty, Parking & Concessions	9,212						3,304	**12,516**
Royalties, Licensing, Advertising & Sponsorships	40,000	10,200	-		5,000	-	296,823	**352,023**
Sports Camp Revenues	2,400	3,200	-			-		**5,600**
Athletics Restricted Endowment & Investment Income	161,035	25,176	63,990	41,275	40,581	111,412	69,274	**512,743**
Other Operating Revenues	208			6,700			36,512	**43,420**
Bowl Revenues			-					**-**
Total Operating Revenues	**3,158,047**	**808,510**	**781,053**	**532,593**	**682,426**	**1,643,923**	**6,125,512**	**13,732,063**
			-					
Operating Expenditures			-					
Athletic Student Aid	2,377,808	451,037	677,026	370,915	444,623	1,859,934	90,865	**6,272,209**
Guarantees			1,800			1,600		**3,400**
Coaching Salaries, Benefits & Bonuses	1,464,574	412,670	237,766	252,899	378,363	513,473		**3,259,745**
Coaching Salaries, Benefits & Bonuses - 3rd Party	217,772	20,000	2,000	7,500	14,000	25,000		**286,272**
Support Staff/Admin Comp, Benefits & Bonuses	62,710	4,088	-	720	601	-	2,679,331	**2,747,450**
Support Staff/Admin Comp, Benefits & Bonuses - 3rd Party			-			-	15,000	**15,000**
Recruiting	7,851	3,453	1,192	2,497	3,133	5,044		**23,171**
Team Travel	254,148	127,699	121,397	72,793	164,594	159,531		**900,162**
Sports Equipment, Uniforms & Supplies	173,609	44,798	43,280	15,897	32,572	99,879	92,716	**502,752**
Game Expenses	106,834	82,898	6,107	30,820	86,655	19,200		**332,513**
Fund Raising, Marketing & Promotion			-			-	81,842	**81,842**
Sports Camp Expenses	2,400	3,200	-			-		**5,600**
Spirit Groups			-			-		**-**
Athletic Facilities Debt Service			-			-	781,456	**781,456**
Direct Overhead & Administrative Expenses	918	606	-	936	1,248	1,872	27,332	**32,912**
Indirect Institutional Support			-			-	283,330	**283,330**
Medical Expenses & Insurance			-			-	369,488	**369,488**
Memberships & Dues		730	1,000	265		6,029	72,419	**80,443**
Student-Athlete Meals (non-travel)	82,055	7,122	80	126		372	3,479	**93,235**
Other Operating Expenses	97,593	22,160	83,557	7,474	16,685	17,202	462,583	**707,255**
Bowl Expenses			-			-		**-**
Total Operating Expenses	**4,848,273**	**1,180,462**	**1,175,205**	**762,843**	**1,142,473**	**2,709,138**	**4,959,841**	**16,778,236**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(1,690,226)**	**(371,952)**	**(402,587)**	**(230,251)**	**(460,048)**	**(1,278,997)**	**1,165,671**	**(3,046,172)**
Other Reporting Items								
Total Athletics Related Debt							43,625,000	**43,625,000**
Total Institutional Debt							144,865,000	**144,865,000**

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2021 (Unaudited)

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Non-Program Specific	Grand Total
Operating Revenues														
01 Ticket Sales	4,715	2,075					565	2,075						**9,430**
02 Student Fees													371,003	**371,003**
03 Direct State/Govt Support	228,385	117,178	28,100	11,752	37,168	35,541	127,567	122,707	28,133	11,752	36,508	36,811	497,972	**1,319,574**
04 Direct Institutional Support (excludes Out of State Waivers)													206,900	**206,900**
05 Direct Institutional Support (Out of State Waivers)	301,752	121,152	40,266	111,204	19,224	27,246	114,168	81,384	71,623	79,831	39,498	65,464	64,382	**1,137,194**
06 Indirect Institutional Support													146,199	**146,199**
07 Guarantees														**0**
08 Contributions													481,120	**481,120**
09 In-Kind	11,750	6,600					8,750	7,250						**34,350**
10 Compensation & Benefits Provided by 3rd Party														**0**
11 Media Rights													2,000	**2,000**
12 NCAA Distributions													569,954	**569,954**
13 Conference Distributions (Non-Media or Bowl)														**0**
14 Program, Novelty, Parking & Concessions														**0**
15 Royalties, Licensing, Advertising & Sponsorships														**0**
16 Sports Camp Revenues	6,297	29,996			578		0	13,844			578		(0)	**51,293**
17 Athletics Restricted Endowment & Investment Income														**0**
18 Other Operating Revenues														**0**
Total Operating Revenues	**552,899**	**277,001**	**68,366**	**122,956**	**56,970**	**62,787**	**251,050**	**227,260**	**99,756**	**91,583**	**76,584**	**102,275**	**2,339,530**	**4,329,017**
Operating Expenditures														
19 Athletic Student Aid	450,455	212,958	61,316	120,066	40,374	32,341	214,258	186,813	94,023	95,505	70,385	83,714	64,381	**1,726,589**
20 Guarantees	0	17,050	0	0	0	0	0	1,000	0	0	0	0	0	**18,050**
21 Coaching Salaries, Benefits & Bonuses	238,413	131,852	27,978	11,752	37,177	40,752	127,567	122,734	28,011	11,752	36,508	42,023		**856,519**
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party														**0**
23 Support Staff/Admin Compensation Benefits & Bonuses	8	489											313,023	**313,520**
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party														**0**
25 Recruiting	1,940	1,789	701	202	1,574	4,514	0	1,889	43	155	2,297	4,515	2,668	**22,287**
26 Team Travel	87,871	42,690	12,879	7,952	855	11,733	9,160	40,280	20,559	9,543	3,180	11,776		**258,478**
27 Sports Equipment, Uniforms & Supplies	23,716	15,967	9,913	262	17,418	8,432	14,882	10,802	12,731	800	14,376	9,707	7,575	**146,581**
28 Game Expenses	13,329	10,169	2,173	0	1,397	180	9,243	7,783	3,280	0	1,793	739	40,040	**90,126**
29 Fund Raising, Marketing & Promotion														**0**
30 Sports Camp Expenses	1,760	2,932			0		0	2,951			0		0	**7,643**
31 Spirit Groups														**0**
32 Athletic Facilities, Debt Service, Leases & Rental Fees														**0**
33 Direct Overhead & Administrative Expenses														**0**
34 Indirect Institutional Support	11,750	6,600	0	0	0	0	8,750	7,250	0	0	0	0	146,199	**180,549**
35 Medical Expenses & Insurance													14,970	**14,970**
36 Memberships & Dues														**0**
37 Other Operating Expenses	676	2,171	100	200	513	696	94	2,725	100	0	675	534	394,506	**402,990**
Total Operating Expenditures	**829,918**	**444,667**	**115,060**	**140,434**	**99,308**	**98,648**	**383,954**	**384,227**	**158,747**	**117,755**	**129,214**	**153,008**	**983,362**	**4,038,302**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(277,019)**	**(167,666)**	**(46,694)**	**(17,478)**	**(42,338)**	**(35,861)**	**(132,904)**	**(156,967)**	**(58,991)**	**(26,172)**	**(52,630)**	**(50,733)**	**1,356,168**	**290,715**
Other Reporting Items														
38 Conference Realignment Expenses													0	0
39 Total Athletics Related Debt													0	0
40 Total Institutional Debt													0	0
41 Value of Athletics Dedicated Endowments													831,357	831,357
42 Value of Institutional Endowments													11,723,557	11,723,557

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2021 Board received FY 2020-21 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2021 and estimated compensation figures for FY2022. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY21 Actual
Attachment 2 – Boise State University	FY22 Estimate
Attachment 3 – Idaho State University	FY21 Actual
Attachment 4 – Idaho State University	FY22 Estimate
Attachment 5 – University of Idaho	FY21 Actual
Attachment 6 – University of Idaho	FY22 Estimate
Attachment 7 – Lewis-Clark State College	FY21 Actual
Attachment 8 – Lewis-Clark State College	FY22 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the president of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the president of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of $350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Intercollegiate Athletics Compensation Report
Boise State University
FY21 Actual Base Salary Compensation

					Compensation				Contract Bonus			Perks				Funding		
PCN		Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	ost Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration																		
1454		Jacob Thompson	Director Development Athletics	1.00	49,546	-	-	500	-	-	-	No	No	No	No		49,546	500
1523	*	Kathryn Chase	NCAA Compliance (Financial Aid)	0.65	33,999	-	-	-	-	-	-	No	No	No	No	33,999	-	-
1700		Heather Berry	Associate AD, HR Services	1.00	90,001	-	909	2,500	-	-	-	No	No	No	No		90,910	2,500
1701		Dickey/Carney/ Apsey	Executive Director, Athletics	1.00	410,010	-	-	2,000	7,500	-	17,500	Yes	Yes	No	Yes		435,010	2,000
1702		Robert Carney	Sr. Assoc AD, Strat Plan & Cap Proj	1.00	109,678	-	-	2,500	4,000	-	-	No	No	No	No		113,678	2,500
1711		Marc Paul	Assoc. AD/SPHW	1.00	90,522	-	-	2,500	-	-	9,000	No	No	No	No		99,522	2,500
1715		Tyler Smith	Assoc Athletic Trainer	1.00	68,494	-	150	1,000	-	-	2,000	No	No	No	No	68,494	2,150	1,000
1717		Christina Van Tol	Deputy AD/SWA	1.00	132,142	-	-	2,500	8,000	-	7,500	No	Yes	No	No	132,142	15,500	2,500
1724		Kelsey Messer	Head Cheer/Dance Coach	1.00	40,768	-	-	500	-	-	-	No	No	No	No		40,768	500
1725		Brandon Voigt	Asst Athletic Trainer	1.00	50,003	-	150	500	-	-	1,000	No	No	No	No	50,003	1,150	500
1726		Paul Smith	Assoc. Athletic Trainer Football	1.00	80,018	-	-	1,000	-	-	1,000	No	No	No	No		81,018	1,000
1727		Doug Link	Associate Sports Info Director	1.00	49,587	-	653	500	-	-	-	No	No	No	No		50,240	500
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.00	41,579	-	-	500	-	-	-	No	No	No	No		41,579	500
1739		David (DJ) Giumento	Asst AD, Facility Operations	1.00	59,925	-	1,245	1,000	-	-	-	No	No	No	No		61,170	1,000
1740		Walsh, Michael	Assistant Athletic Director, Communications	1.00	62,005	-	229	1,000	-	-	-	No	No	No	No	-	62,234	1,000
1741		Christopher Nichol	Academic Advisor, Director of Tutor Program	1.00	47,923	-	-	500	1,500	-	-	No	No	No	No	40,843	8,580	500
1742		Julie Rising	Manager, Athletic Game Operations	1.00	49,920	-	300	500	-	-	-	No	No	No	No		50,220	500
1743		Vacant/Robin Debuhr	Assistant Business Manager	1.00	44,491	-	-	500	-	-	-	No	No	No	No	44,491	-	500
1749		Shane Nelson	Assistant Athletic Trainer	1.00	40,851	-	-	-	-	-	-	No	No	No	No		40,851	-
1751		Jordan Feeney/Dimeo	Facility Operations Supervisor	1.00	62,504	-	-	500	-	-	-	No	No	No	No		62,504	500
1753		Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	46,779	-	-	500	-	-	-	No	No	No	No		46,779	500
1755		Vacant	Assistant Director Creative Services	1.00	43,700	-	-	-	-	-	-	No	No	No	No	-	43,700	-
1758		Matthew Lemanowicz	Associate Director, Sports Performance Coach	1.00	43,000	-	-	-	-	-	-	No	No	No	No		43,000	-
1759		Brenda Robinson	Assoc Athletic Director CFO	1.00	86,507	-	-	2,500	-	-	-	No	No	No	No	86,507	-	2,500
1760		Krista Kim	Asst Athletic Trainer	1.00	40,914	-	-	500	-	-	1,000	No	No	No	No		41,914	500
1761		Rayan Hawili	Associate Director, Sports Performance Coach	1.00	40,019	-	-	500	-	-	-	No	No	No	No		40,019	500
1763		Craig Lawson	Associate Sports Info Director	1.00	49,587	-	134	-	-	-	-	No	No	No	No	-	49,721	-
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.00	50,294	-	-	500	-	-	-	No	No	No	No		50,294	500
1766		Vacant/Bobbie Sumpter	Asst Director of Compliance	1.00	40,914	-	-	500	-	-	-	No	No	No	No		40,914	500
1767		Kyle Moeller	Asst Director, Athletic Equipment Operations	1.00	40,934	-	-	500	-	-	-	No	No	No	No		40,934	500
1768		Vacant/Ryan Pavel	Coordinator, Video Services	1.00	43,700	-	2,800	500	-	-	-	No	No	No	No		46,500	500
1769		Mackenzie Cabot	Ticket Service Coordinator	1.00	41,018	-	-	500	-	-	-	No	No	No	No		41,018	500
1770		Bryan McMartin	Director, Development	1.00	49,462	-	-	500	-	-	-	No	No	No	No		49,462	500
1773		Allison Rowe	Asst Athletic Trainer	1.00	40,955	-	-	500	-	-	2,000	No	No	No	No	-	42,955	500
1774		Joseph Nickell	Associate Athletic Director, Media Relations	1.00	87,318	-	-	2,500	-	-	-	No	No	No	No		87,318	2,500
1776		Vacant/Jeanette Knerr	Business Office Analyst	1.00	44,491	-	-	500	-	-	-	No	No	No	No		44,491	500
1834		Daniel Saline	Asst Director Multimedia Services	1.00	43,514	-	-	500	-	-	-	No	No	No	No		43,514	500
1941		Jarred Nelson	Asst Director Sports Performance	1.00	33,509	-	-	500	-	-	2,000	No	No	No	No		35,509	500
2403		Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	100,381	-	-	1,000	-	-	-	No	No	No	No		100,381	1,000
3005	**	Anita Guerricabeitia	Assistant Athletic Director, Development	1.00	80,309	-	-	1,000	-	-	-	No	No	No	No		80,309	1,000
3023		Cody Smith	Senior Asst Athletic Director, Operations	1.00	68,931	-	750	1,000	-	-	-	No	No	No	No		69,681	1,000
3064		Dominic Shelden	Director, Creative Services	1.00	53,726	-	3,845	1,000	-	-	-	No	No	No	No		57,571	1,000
3072		Benjamin Price	Director of Development	1.00	49,026	-	-	-	-	-	-	No	No	No	No		49,026	-
3110		Justine Callen	Academic Advisor	1.00	42,453	-	-	500	750	-	-	No	No	No	No	42,453	750	500
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.00	69,077	-	536	1,000	-	-	-	No	No	No	No		69,613	1,000
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	69,638	-	-	1,000	-	-	-	No	No	No	No		69,638	1,000
3145		Gabe Rosenvall	Assoc AD, Student Athlete Development	1.00	90,168	-	-	2,500	5,500	-	-	No	No	No	No	90,168	5,500	2,500
3149		Vacant/Shaela Priaulx-Soho	Asst AD - Tkt Operations	1.00	65,811	-	-	1,000	-	-	-	No	No	No	No		65,811	1,000
3150		Vacant/Aaron Juarez	Associate Sports Info Director	1.00	49,587	-	-	500	-	-	-	No	No	No	No	49,587	-	500
3154		Peter Clark	Director, Marketing & Promotions	1.00	48,339	-	300	500	-	-	-	No	No	No	No		48,639	500
3167		Sara Swanson	Assistant AD, Student-Athlete Development	1.00	63,336	-	-	1,000	1,500	-	-	No	No	No	No		64,836	1,000
3188		Jessica Morse	Assistant Director Donor Relations & events	1.00	43,701	-	-	500	-	-	-	No	No	No	No		43,701	500
3194		Nicole Gamez	Associate Athletic Director, Business Affairs	1.00	87,600	-	-	500	-	-	-	No	No	No	No		87,600	500
3410		Taryn Schutte	Director Business Operations	1.00	52,978	-	-	500	750	-	-	No	No	No	No		53,728	500
3450		Delete PCN	Social Media Content Strategist	1.00	40,851	-	-		-	-	-	No	No	No	No		40,851	-
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.00	76,877	-	-	1,000	-	-	-	No	No	No	No		76,877	1,000
3529		Jodie Faulk	Asst Director of Compliance	1.00	40,914	-	-	500	-	-	-	No	No	No	No		40,914	500
3530		Tyler Whitmer	Director, Sports Performance Coach	1.00	70,637	-	-	1,500	-	-	4,000	No	No	No	No		74,637	1,500
3545		Christopher Hansen	Ticket Manager	1.00	46,592	-	-	500	-	-	-	No	No	No	No		46,592	500
3549		Matt Brewer	Associate Athletic Director, Complinace	1.00	93,226	-	485	2,500	1,000	-	-	No	No	No	No		94,711	2,500
3563		Eric Kile	Director, Student Athlete Learning Center	1.00	51,314	-	-	500	1,500	-	-	No	No	No	No	51,314	1,500	500
3584		Vacant/Christina Webster	Director, Annual Giving	1.00	45,115	-	-	500	-	-	-	No	No	No	No		45,115	500
3805		Keita Shimada	Assoc. Athletic Trainer	1.00	60,861	-	-	1,000	-	-	1,000	No	No	No	No		61,861	1,000
3806		Nicole Denno	Assistant Athletic Trainer	1.00	45,115	-	-	500	-	-	-	No	No	No	No		45,115	500
3950		Barraza, Rene	Asst Manager, Athletic Events and Facilities	1.00	42,058	-	-	500	-	-	-	No	No	No	No		42,058	500

ATTACHMENT 1

Intercollegiate Athletics Compensation Report
Boise State University
FY21 Actual Base Salary Compensation

					Compensation				Contract Bonus			Perks				Funding		
PCN			Depart/Name/Title	Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	ost Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
3970		Syringa Larson	Athletic Insurance Coordinator	1.00	48,069	-	-	500	-	-	-	No	No	No	No		48,069	500
4023		Andrew Bondi	Ticket Service Coordinator	1.00	40,851	-	-	500	-	-	-	No	No	No	No		40,851	500
4119		Curt Apsey	Advancement	1.00	314,101	-	-	-	27,500	-	-	No	No	No	No		341,601	-
4130		Haumann, Kathy	BAA Management Asst	1.00	55,598	-	-	500	-	-	-	No	No	No	No		55,598	500
4165		Carroll, Nathan	Business Office Analyst	1.00	43,701	-	-	-	-	-	-	No	No	No	No	8,404	35,297	-
4903		Matthew Mayer	Business Manager	1.00	54,725	-	2,200	500	-	-	-	No	No	No	No	54,725	2,200	500
4925		Katherine Tuller	Human Resources Specialist	1.00	50,232	-	180	500	-	-	-	No	No	No	No		50,412	500
4931	***	Mike Keller	Associate AD Development	0.00	90,002	-	-	2,500	-	-	-	No	No	No	No		-	2,500
4935		Laine Brown	Assistant Athletic Trainer	1.00	40,851	-	-	500	-	-	-	No	No	No	No		40,851	500
4949		Delete PCN/Parichan, Brett	Baseball Game Operations	0.00	-	-	-	-	-	-	-	No	No	No	No		-	-
5432		Pahukoa, Brooke	Student Athlete Development Coord Bronco Life	1.00	40,851	-	-	500	-	-	-	No	No	No	No		40,851	500
5478		Vacant/Brandon Fudge	Ticket Sales & Community Outreach Coordinator	1.00	40,456	-	-	500	-	-	-	No	No	No	No		40,456	500
5546		Adam Yetter	Asst Athletic Trainer	1.00	40,851	-	-	500	-	-	1,000	No	No	No	No		41,851	500
	Men's Sports																	
	Football																	
1704		Andy Avalos/Harsin	Head Coach	1.00	1,400,006	-	-	3,000	45,000	-	-	No	Yes	No	Yes		1,445,006	3,000
1705		Stacy Collins/Brown 5392	Assistant Coach	1.00	225,014	-	-	2,000	5,000	5,000	-	No	Yes	No	Yes		235,014	2,000
1706		Timothy Plough/Kiesau 5301	Assistant Coach	1.00	270,005	-	-	2,000	5,000	-	-	No	Yes	No	Yes		275,005	2,000
1707		Frank Maile	Assistant Coach	1.00	260,000	-	-	2,000	5,000	5,000	-	No	Yes	No	Yes		270,000	2,000
1708		Spencer Danielson	Defensive Coordinator	1.00	280,010	-	20,000	2,000	5,000	-	-	No	Yes	No	Yes		305,010	2,000
1728		Brandon Pietrzyk	Assistant Coach, FB Strength & Conditioning	1.00	60,008	-	-	500	-	-	-	No	No	No	No		60,008	500
1730		Michael Joel Schneider	Director, Football Operations/Ext Relations	1.00	59,134	-	1,000	2,000	5,000	2,000	-	No	No	No	No		67,134	2,000
1752		Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	62,442	-	-	2,000	-	-	-	No	No	No	No		62,442	2,000
1757		Dustin Kelley	Asst Director Athletic Equipment Operations	1.00	40,955	-	-	500	-	-	-	No	No	No	No		40,955	500
1762		Eli Mandel	Director of Recruiting Football	1.00	50,003	-	-	1,000	5,000	-	-	No	No	No	No		55,003	1,000
1772		Lucas White/Pringle	Assistant Coach, Strength & Conditioning/Football	1.00	60,008	-	-	500	-	-	-	No	No	No	No		60,008	500
3030		Da'Vell Winters/Larrondo	Chief of Staff	1.00	85,509	-	-	2,500	5,000	-	-	No	Yes	No	No		90,509	2,500
3103		Winston Venable	Assistant Coach	1.00	115,003	-	-	2,000	2,500	5,000	-	No	Yes	No	No		122,503	2,000
3109		Jeron Johnson/Danielson	Assistant Coach	1.00	110,011	-	-	2,000	5,000	5,000	-	No	Yes	No	No		120,011	2,000
3134		Matthew Miller	Assistant Coach	1.00	160,014	-	-	2,000	2,500	5,000	-	No	Yes	No	No		167,514	2,000
3153		Reid Kagy/Pitman	Director Strength-Football	1.00	160,014	-	-	2,000	5,000	-	-	No	No	No	No		165,014	2,000
3160		Kane Ioane/ Alley 5313	Assistant Coach	1.00	200,013	-	-	2,000	5,000	-	-	No	Yes	No	Yes		205,013	2,000
3162		Timothy Keane/ Franklin 5393	Assistant Coach	1.00	225,014	-	-	2,000	5,000	5,000	-	No	Yes	No	No		235,014	2,000
3186		Kent Riddle	Assistant Coach	1.00	225,014	-	-	2,000	5,000	5,000	-	No	Yes	No	No		235,014	2,000
4147		Kiyoshi Harris	Coordinator of Recruiting Relations	1.00	50,003	-	-	-	-	-	-	No	No	No	No		50,003	-
4152		Pahukoa, Brooke	Assistant to the Head FB Coach	1.00	45,011	-	-	-	-	-	-	No	No	No	No		45,011	-
4159		Jayln Baker	Asst Dir Sports Performance Coach FB	1.00	30,014	-	1,375	-	-	-	-	No	No	No	No		31,390	-
5464		Brandon Crosby	Offensive Coaching Assistant	1.00	30,014	-	-	500	-	-	-	No	No	No	No		30,014	500
5549		Kharyee Marshall/McDonald	Defensive Coaching Assistant	1.00	50,003	-	-	500	-	-	-	No	No	No	No		50,003	500
5568		Kasey Richardson	Dir. FB Video/Technology	1.00	43,701	-	1,250	250	-	2,000	-	No	No	No	No		46,951	250
	Basketball																	
1710		Leon Rice	Head Coach	1.00	725,005	-	-	10,000	20,000	12,000	-	No	Yes	No	Yes		757,005	10,000
1712		Michael Burns	Assistant Coach, Men's Basketball	1.00	159,141	-	-	2,500	5,000	3,000	2,000	No	Yes	No	No		169,141	2,500
1714		Timothy Duryea	Assistant Coach, Men's Basketball	1.00	120,016	-	-	2,500	5,000	3,000	2,000	No	Yes	No	No		130,016	2,500
1745		David Moats	Director, Men's BB Operations	1.00	49,338	-	-	2,000	2,500	1,500	1,000	No	No	No	No		54,338	2,000
3133		Roy Barsh II	Assistant Coach, Men's Basketball	1.00	133,910	-	-	2,500	5,000	3,000	2,000	No	Yes	No	Yes		143,910	2,500
	Golf																	
3566		Dan Potter	Head Coach	1.00	66,248	-	-	2,000	3,000	7,500	15,500	No	Yes	No	No		92,248	2,000
	Tennis																	
3151		Kristian Widen	Head Coach	1.00	63,190	-	-	2,000	3,000	-	-	No	Yes	No	Yes		66,190	2,000
3178		Ali Borhani	Assistant Coach	1.00	39,333	-	-	500	1,200	-	-	No	No	No	No	39,333	1,200	500
	Men/Women's Track & Field																	
1400		Benjamin Wetli	Asst Coach Track & Field & CC	1.00	49,774	-	-	500	2,400	750	500	No	No	No	No		53,424	500
1719		Cody Sohn	Asst Coach Track & Field & CC	1.00	41,579	-	-	500	2,400	750	500	No	No	No	No	41,579	3,650	500
1721		Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	61,256	-	-	1,000	2,400	750	500	No	No	No	No	61,256	3,650	1,000
2223		Corey Ihmels	Head Coach	1.00	137,010	-	-	4,000	6,000	-	-	No	No	No	Yes		143,010	4,000
3177		Gavin O'Neal	Assistant Coach, Track & Field	1.00	51,813	-	-	500	1,200	-	-	No	No	No	No	51,813	1,200	500
4041		Green, Andrew	Assistant Coach, Track & Field	1.00	32,011	-	-	500	1,200	-	-	No	No	No	No		33,211	500
	Baseball																	
3105		Michiel van Kampen	Assistant Coach	1.00	46,030	-	-	500	-	-	-	No	No	No	No		46,030	500
3107		Brock Huntzinger	Assistant Coach	1.00	56,118	-	-	-	-	-	-	No	No	No	No		56,118	-
3191		Gary Van Tol	Head Coach	1.00	83,678	-	-	2,000	3,000	-	-	No	Yes	No	Yes		86,678	2,000
4949		Vacant	Asst. Mgr, Ath Events & Facs	1.00	40,852	-	-	-	-	-	-	No	No	No	No		40,852	-

Intercollegiate Athletics Compensation Report
Boise State University
FY21 Actual Base Salary Compensation

PCN	Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Other	Compensation: Equip Co	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: ost Season Other	Perks: Club Memb	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Women's Sports																	
Basketball																	
1720	Heather Sower	Assistant Coach	1.00	94,307	-	-	1,000	5,000	8,000	-	No	No	No	No	94,307	13,000	1,000
1744	Julia Fishman	Dir, Women's BB Operations	1.00	46,738	-	-	500	2,500	3,500	-	No	No	No	No	46,738	6,000	500
2226	Gordon Presnell	Head Coach	1.00	300,019	-	-	7,500	18,000	21,000	-	No	No	No	Yes	88,279	250,740	7,500
3129	Nia Jackson	Assistant Coach	1.00	94,307	-	-	1,000	-	-	-	No	No	No	No	94,307	-	1,000
3181	Cariann Ramirez	Assistant Coach	1.00	94,307	-	-	1,000	5,000	8,000	-	No	No	No	No	94,307	13,000	1,000
Soccer																	
1722	James Thomas	Head Coach	1.00	102,003	-	-	2,000	-	5,500	1,000	No	No	No	Yes	102,003	6,500	2,000
1723	Elizabeth Ruiz	Assistant Coach	1.00	35,006	-	-	500	-	-	-	No	No	No	No	35,006	-	500
1748	Max Weber	Assistant Coach	1.00	48,714	-	-	500	-	2,250	-	No	No	No	No		50,964	500
Volleyball																	
1716	Shawn Garus	Head Coach Volleyball	1.00	130,000	-	-	3,500	5,000	-	-	No	Yes	No	Yes	48,400	86,600	3,500
1817	Allison Buck Voigt	Head Coach Beach Volleyball	1.00	43,638	-	-	1,000	2,000	-	-	No	No	No	No		45,638	1,000
3130	Candy Murphy	Assistant Coach Volleyball	1.00	72,592	-	-	500	1,200	-	-	No	No	No	No	72,592	1,200	500
3176	Hayley Peterson	Assistant Coach Volleyball	1.00	46,779	-	-	500	1,200	-	-	No	No	No	No	46,779	1,200	500
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	32,011	-	-	500	2,000	-	-	No	No	No	No	-	34,011	500
Gymnastics																	
3164	Patti Murphy	Assistant Coach	1.00	42,016	-	-	500	1,200	1,000	750	No	No	No	No	42,016	2,950	500
3174	Tina Bird	Head Coach	1.00	89,378	-	-	2,000	2,000	-	1,500	No	Yes	No	Yes	89,378	3,500	2,000
4047	Ivan Alexov	Assistant Coach	1.00	75,005	-	-	500	1,200	1,000	750	No	No	No	No		77,955	500
Tennis																	
3163	Sherman Roghaar	Head Coach Womens Director	1.00	87,277	-	-	2,000	7,000	-	-	No	Yes	No	Yes	87,277	7,000	2,000
3179	Maria Lopez	Assistant Coach	1.00	48,506	-	-	500	1,200	-	-	No	No	No	No	-	49,706	500
Golf																	
3127	Nicole Bird	Head Coach	1.00	49,670	-	-	2,000	3,000	-	-	No	Yes	No	No	49,670	3,000	2,000
Softball																	
1737	Maggie Huffaker	Head Coach	1.00	82,181	-	-	1,000	3,000	-	-	No	No	No	Yes	82,181	3,000	1,000
1738	Andrew Rich	Assistant Coach	1.00	40,352	-	8,333	1,000	1,200	-	-	No	No	No	No	40,352	9,533	1,000
1747	Matison Snow	Assistant Coach	1.00	40,352	-	-	1,000	1,200	-	-	No	No	No	No	40,352	1,200	1,000
Swimming																	
1731	Vacant/ Mabile	Head Coach	1.00	86,424	-	-	2,000	-	-	-	No	No	No	No	86,424	-	2,000
1733	Vacant/Lieberman	Assistant Coach	1.00	44,013	-	-	500	-	-	-	No	No	No	No	44,013	-	500
1746	Vacant/ Blaisdell	Diving Coach	1.00	48,318	-	-	500	-	-	-	No	No	No	No	48,318	-	500
	Grand Totals		**143.65**	**13,116,633**	**-**	**46,825**	**163,750**	**295,700**	**121,500**	**77,000**					**2,279,812**	**11,287,844**	**163,750**

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.
*** Anita Guerricabeitia is 51% paid from advancement
** Mike Keller is 100% paid from University Advancement

ATTACHMENT 2

Intercollegiate Athletics Compensation Report
Boise State University
FY22 Est Base Salary Compensation

				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
	Athletic Administration																	
1349	Michael Walsh	Assoc AD, Business Development & Innovation	1.00	85,010		-	1,000	-	-	-	No	No	No	No		85,010	1,000	New
1523	Kathryn Chase	NCAA Compliance (Financial Aid)	1.00	54,142		-	-	-	-	-	No	No	No	No	54,142	-	-	4%
1700	Heather Berry	Associate AD, HR Services	1.00	93,475		300	2,500	-	-	-	No	No	No	No		93,775	2,500	4%
1701	Jeramiah Dickey	Executive Director, Athletics	1.00	418,210		-	2,500	27,500	15,000	17,500	Yes	Yes	No	Yes		478,210	2,500	2%
1702	Robert Carney	Sr. Assoc AD, Strat Plan & Cap Proj	1.00	113,901		1,900	2,500	4,000	2,000	1,500	No	No	No	No		123,301	2,500	4%
1711	Marc Paul	Assoc AD Sports Performance Health & Wellness	1.00	93,870		-	2,500	-	-	9,000	No	No	No	No		102,870	2,500	4%
1715	Tyler Smith	Director SPHW	1.00	71,032		600	1,000	-	-	2,000	No	No	No	No	71,032	2,600	1,000	4%
1717	Christina Van Tol	Sr Assoc SWA	1.00	136,365		-	2,500	8,000	-	7,500	No	Yes	No	No	136,365	15,500	2,500	3%
1724	Messer, Kelsey	Head Cheer/Dance Coach	1.00	42,078		-	500	-	-	-	No	No	No	No		42,078	500	3%
1725	Brandon Voigt	Asst Athletic Trainer	1.00	51,854		600	500	-	-	1,000	No	No	No	No	51,854	1,600	500	4%
1726	Donald Rich/Paul Smith	Assist AD, SPHW- Football	1.00	100,006	400	-	700	-	-	1,000	No	No	No	No		101,006	1,100	25%
1727	Doug Link	Assoc Director, Athletic Media Relations	1.00	51,251		-	500	-	-	-	No	No	No	No		51,251	500	3%
1736	Cameron Howard	Dir of Community & Fan Engmt	1.00	49,026		300	500	-	-	-	No	No	No	No		49,326	500	18%
1739	Vacant David Giumento	Asst AD, Facility Operations	1.00	67,246		-	1,000	-	-	-	No	No	No	No		67,246	1,000	12%
1740	Craig Lawson/Walsh	Director, Athletic Media Relations	1.00	64,002		300	-	-	-	-	No	No	No	No	-	64,302	-	3%
1741	Christopher Nichol	Academic Advisor, Director of Tutor Program	1.00	49,691		-	500	1,500	-	-	No	No	No	No	46,264	4,927	500	4%
1742	Julie Rising	Assistant AD, Events	1.00	65,478		1,200	500	-	-	-	No	No	No	No		66,678	500	31%
1743	Jordan Britton	Assistant Business Manager	1.00	44,574		-	500	-	-	-	No	No	No	No	44,574	-	500	0%
1749	Mary Grace Testa	Assistant Athletic Trainer	1.00	42,910		-	500	-	-	-	No	No	No	No		42,910	500	5%
1751	Jordan Feeney	Facility Operations Supervisor	1.00	55,640		1,200	500	-	-	-	No	No	No	No		56,840	500	-11%
1753	Raul Ibarra	Assistant Director, Athletic Equipment Operations	1.00	48,339		900	500	-	-	-	No	No	No	No		49,239	500	3%
1755	Vacant	Assistant Director Creative Services	0.00	-		-	-	-	-	-	No	No	No	No	-	-	-	0%
1758	Lucas Johnson	Assistant Dir. Sports Perf. Coach	1.00	33,509		-	500	-	-	-	No	No	No	No		33,509	500	-22%
1759	Brenda Robinson	Assoc Athletic Director CFO	1.00	90,085		1,000	2,500	-	-	-	No	No	No	No	90,085	1,000	2,500	4%
1760	Taylor Harding/Kim	Asst Athletic Trainer	1.00	42,910	250	-	500	-	-	1,000	No	No	No	No		43,910	750	5%
1761	Rayan Hawili	Associate Director, Sports Performance Coach	1.00	47,320	300	-	500	-	-	-	No	No	No	No		47,320	800	18%
1763	Vacant/Craig Lawson	Associate Sports Info Director	1.00	51,251		-	-	-	-	-	No	No	No	No	-	51,251	-	3%
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	51,979		-	500	-	-	-	No	No	No	No		51,979	500	3%
1766	Vacant	Asst Director of Compliance	1.00	42,910		-	-	-	-	-	No	No	No	No		42,910	-	5%
1767	Kyle Moeller	Asst Director, Athletic Equipment Operations	1.00	44,346		-	500	-	-	-	No	No	No	No		44,346	500	8%
1768	Bell, Michael	Director, Creative Services	1.00	54,038		-	500	-	-	-	No	No	No	No		54,038	500	24%
1769	James Gerfen/ Cabot	Ticket Service Coordinator	1.00	46,010		500	1,250	-	-	-	No	No	No	No		46,510	1,250	12%
1770	Daryn Colledge	Director Development Varsity B	1.00	49,026		-	250	-	-	-	No	No	No	No		49,026	250	-1%
1773	Vacant/Allison Rowe	Asst Athletic Trainer	1.00	44,346	2,980	-	500	-	-	-	No	No	No	No	-	44,346	3,480	8%
1774	Joseph Nickell	Associate AD, Strategic Comm	1.00	90,106		-	2,500	-	-	2,000	No	No	No	No		92,106	2,500	3%
1776	Vacant/Knerr	Business Manager	1.00	44,574		-	-	-	-	-	No	No	No	No		44,574	-	0%
1834	Daniel Saline	Associate AD, Strategic Comm	1.00	49,026		-	500	-	-	-	No	No	No	No		49,026	500	13%
1941	Jarred Nelson	Asst Director Sports Performance	1.00	38,106		-	500	-	-	2,000	No	No	No	No		40,106	500	14%
2403	Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	104,250		-	1,000	-	-	-	No	No	No	No		104,250	1,000	4%
3005	Vacant/Anita Guerricabeitia	Assistant Director, Development	1.00	82,992		-	1,000	-	-	-	No	No	No	No		82,992	1,000	3%
3023	Cody Smith	Associate AD Facility & Ops	1.00	79,310		2,900	2,500	-	-	-	No	No	No	No		82,210	2,500	15%
3064	Dominic Shelden	Assistant AD Creative Serivces	1.00	65,478		-	1,000	-	-	-	No	No	No	No		65,478	1,000	22%
3110	Vacant/Emily Keller	Academic Advisor	1.00	44,554		-	500	-	-	-	No	No	No	No	44,554	-	500	5%
3125	Matthew Thomas	Asst AD, Marketing & Community Engagement	1.00	71,386		-	1,000	-	-	-	No	No	No	No		71,386	1,000	3%
3132	Jennifer Bellomy	Asst AD, Compliance	1.00	71,510		-	1,000	-	-	-	No	No	No	No		71,510	1,000	3%
3145	Gabe Rosenvall	Associate AD Student-Athlete Academic Services	1.00	93,642		-	2,500	5,500	-	-	No	No	No	No	93,642	5,500	2,500	4%
3150	Shelby Larson	Social Media Content Strategist	1.00	42,910		-	500	-	-	-	No	No	No	No		42,910	500	-13%
3154	Joshua Bender	Director, Marketing & Promotions	1.00	49,026		1,000	500	-	-	-	No	No	No	No		50,026	500	1%
3167	Sara Swanson Whiles	Assistant AD, Student-Athlete Development	1.00	65,770		-	1,000	1,500	-	-	No	No	No	No		67,270	1,000	4%
3188	Vacant	Assistant Director Donor Relations & events	1.00	52,000		-	500	-	-	-	No	No	No	No		52,000	500	19%
3410	Taryn Schutte	Director of Athletic Admin.	1.00	55,848		-	500	-	-	-	No	No	No	No		55,848	500	5%
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	79,331		-	1,000	-	-	-	No	No	No	No		79,331	1,000	3%
3529	Jodie Faulk	Asst Director of Compliance	1.00	44,138		-	500	-	-	-	No	No	No	No		44,138	500	8%
3530	Tyler Whitmer	Assistant AD, SPHW - Olympic Sports Perform	1.00	73,258		-	1,500	-	-	4,000	No	No	No	No		77,258	1,500	4%
3545	Vacant/ Hansen	Asst AD Ticket Operations	1.00	49,587		-	500	-	-	-	No	No	No	No		49,587	500	6%
3549	Nathan Burk/Matt Brewer	Associate Athletic Director, Compliance	1.00	100,006		-	2,790	-	-	-	No	No	No	No		100,006	2,790	7%
3563	Eric Kile	Director, Student Athlete Learning Center	1.00	53,290		-	500	1,500	-	-	No	No	No	No	53,290	1,500	500	4%
3584	Molly Dickson/Vacant	Assist AD, Bronco Athletic Association	1.00	77,002		-	500	-	-	-	No	No	No	No		77,002	500	71%
3805	Keita Shimada	Assistant AD, SPHW - Olympic Sports Medicine	1.00	73,258		-	1,000	-	-	1,000	No	No	No	No		74,258	1,000	20%
3806	Abigail Bass/ Denno	Assistant Athletic Trainer	1.00	42,910	652	-	500	-	-	-	No	No	No	No		42,910	1,152	-5%
3950	Rene Barraza	Asst Manager, Athletic Events and Facilities	1.00	44,346		300	500	-	-	-	No	No	No	No		44,646	500	5%
3970	Syringa Larson	Dir of Stdnt-Ath Med Sup Serv.	1.00	50,669		-	500	-	-	-	No	No	No	No		50,669	500	5%
4023	Andrew Bondi	Ticket Service Coordinator	1.00	44,554		500	500	-	-	-	No	No	No	No		45,054	500	9%
4130	Kathy Haumann	Business Operations Manager BAA	1.00	57,470		-	500	-	-	-	No	No	No	No		57,470	500	3%
4149	Shawn McGowan	Assist Athletic Trainer - FB	1.00	42,910	1,028	-	500	-	-	-	No	No	No	No		42,910	1,528	New
4165	Kacey Huntington, Carroll	Assistant Business Manager	1.00	46,010		-	500	-	-	-	No	No	No	No	46,010	-	500	5%
4174	Cody Gougler	Senior Associate Director, External Affairs	1.00	110,011			2,500	-	-	-	No	Yes	No	No		110,011	2,500	New
4185	Jake Mankin	Assoc AD Ticket Sales & Operations	1.00	85,010		1,200	2,500	-	-	-	No	No	No	No		86,210	2,500	New
4198	Jacob Isaacson	Assistant Director, Graphic Design	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250	New
4201	Sarah Hastings	Academic Advisor	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500	New
4202	Samantha Wade	Director, Sports Nutrition	1.00	70,013			500	-	-	-	No	No	No	No		70,013	500	New
4221	Cody St. John	Ath Sports Ops, Coord, Assc.	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500	New
4242	Justin Rogers	Assistant Athletic Director Ticket Sales & Service	1.00	70,013			500	-	-	-	No	No	No	No		70,013	500	New
4246	Nicole Criner	Assistant Director Development	1.00	42,910			500	-	-	-	No	No	No	No		42,910	500	New
4247	Vacant	Associate Athletic Director, BAA	1.00	87,173			-	-	-	-	No	No	No	No		87,173	-	New
4259	Jeremy Malnes	Assistant Director, Ticket Sales & Service	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250	New

ATTACHMENT 2

Intercollegiate Athletics Compensation Report
Boise State University
FY22 Est Base Salary Compensation

PCN		Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Other	Compensation: Equip Co	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Post Season Other	Perks: Club Memb	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Salary Annualized Change
4260		Daniel Calhoun	Assistant Director, Ticket Sales & Service	1.00	42,910			250	-	-	-	No	No	No	No		42,910	250	New
4903		Matthew Mayer	Assistant AD Business Operations	1.00	65,478	7,000	200	500	-	-	-	No	No	No	No	65,478	200	7,500	20%
4925		Katherine Dores	Director, Athletic Personnel Services	1.00	62,005		200	500	-	-	-	No	No	No	No		62,205	500	23%
4931	*	Mike Keller	Associate AD Major Giving	1.00	50,003		-	2,500	-	-	-	No	No	No	No		50,003	2,500	100%
4935		Laine Brown	Assistant Athletic Trainer	1.00	45,781	1,350	-	500	-	-	-	No	No	No	No		45,781	1,850	12%
5432		Kelli Nooney	Student Athlete Development Coord	1.00	47,008		-	500	-	-	-	No	No	No	No		47,008	500	15%
5546		Adam Yetter	Asst Athletic Trainer	1.00	44,346	1,480	-	500	-	-	1,000	No	No	No	No		45,346	1,980	9%

* Mike Keller is 50% paid from University Advancement

		Men's Sports																	
		Football																	
1704		Andy Avalos/Harsin	Head Coach	1.00	1,475,011		-	3,000	15,000	-	15,000	No	Yes	No	Yes		1,505,011	3,000	5%
1705		Kelly Poppinga/Collins	Assistant Coach	1.00	220,002	1,000	-	2,000	6,750	-	-	No	Yes	No	Yes		226,752	3,000	-2%
1706		Timothy Plough	Assistant Coach	1.00	270,005	1,000	-	2,000	8,100	-	-	No	Yes	No	Yes		278,105	3,000	0%
1707		Frank Maile	Assistant Coach	1.00	270,005	1,000	-	2,000	7,800	-	-	No	Yes	No	Yes		277,805	3,000	4%
1708		Spencer Danielson	Defensive Coordinator	1.00	290,014	1,000	-	2,000	10,900	-	-	No	Yes	No	Yes		300,914	3,000	4%
1728		Brandon Pietrzyk	Assistant Coach, FB Strength & Conditioning	1.00	85,010	500	-	500	-	-	-	No	No	No	No		85,010	1,000	42%
1730		Michael Joel Schneider	Director of Football Administration	1.00	75,005	3,500	-	2,000	5,000	-	-	No	No	No	No		80,005	5,500	27%
1752		Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	64,126	4,000	-	2,000	-	-	-	No	No	No	No		64,126	6,000	3%
1757		Dustin Kelley	Asst Director Athletic Equipment Operations	1.00	48,152	2,000	-	500	-	-	-	No	No	No	No		48,152	2,500	18%
1762		Jason Cvercko/Mandel, Eli	Director of Recruiting Football	1.00	55,016	1,000	-	1,000	1,543	-	-	No	No	No	No		56,559	2,000	10%
1772		Lucas White	Assistant Coach, Strength & Conditioning/Football	1.00	69,638	1,000	-	500	-	-	-	No	No	No	No		69,638	1,500	16%
3030		Delete PCN/Winters	Chief of Staff/Delete PCN	1.00	89,648	1,500	-	2,000	2,689	-	-	No	Yes	No	No		92,337	3,500	5%
3103		Keith Bhonapha/Venable	Assistant Coach	1.00	125,008	1,000	-	2,000	5,950	-	-	No	Yes	No	Yes		130,958	3,000	9%
3109		Demario Warren/Johnson	Assistant Coach	1.00	120,016	1,000	-	2,000	3,300	-	-	No	Yes	No	No		123,316	3,000	9%
3134		Matthew Miller	Assistant Coach	1.00	160,014	1,000	-	2,000	7,300	-	-	No	Yes	No	No		167,314	3,000	0%
3153		Kagy, Reid	Director, Sports Perf Coach FB	1.00	165,006	500	-	2,000	4,800	-	-	No	No	No	Yes		169,806	2,500	3%
3160		Kane Ioane	Assistant Coach	1.00	225,014	1,000	-	2,000	6,000	-	-	No	Yes	No	Yes		231,014	3,000	13%
3162		Timothy Keane	Assistant Coach	1.00	225,014	1,000	-	2,000	6,750	-	-	No	Yes	No	No		231,764	3,000	0%
3186		Nate Potter/Riddle	Assistant Coach	1.00	220,002	1,000	-	2,000	9,250	-	-	No	Yes	No	No		229,252	3,000	-2%
4147		Kiyoshi Harris	Coordinator of Recruiting Relations	1.00	60,008	1,000	-	500	1,543	-	-	No	No	No	No		61,551	1,500	New
4152		Brooke Pahukoa	Associate Director, Football Administration	1.00	60,008	2,000	-	500	1,389	-	-	No	No	No	No		61,397	2,500	New
4159		Jayln Baker	Asst Dir Sports Performance Coach FB	1.00	35,027	500	-	500	-	-	-	No	No	No	No		35,027	1,000	New
4267		Dirk Koetter	Senior Football Analyst	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-	New
4269		Will Heffner	Offensive Coaching Assistant	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-	New
4273		Ron Collins	Senior Football Analyst	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-	New
4274		Michael Frisina	Special Teams Coaching Asst.	1.00	24,003			-	-	-	-	No	No	No	No		24,003	-	New
5549		Kharyee Marshall	Defensive Coaching Assistant	1.00	51,355	1,500	-	500	-	-	-	No	No	No	No		51,355	2,000	3%
5568		Richardson, Kasey	Dir. FB Video/Technology	1.00	48,859		-	500	-	-	-	No	No	No	No		48,859	500	12%
		Basketball																	
1710		Leon Rice	Head Coach	1.00	748,197		-	10,000	-	43,000	15,000	No	Yes	No	Yes		806,197	10,000	3%
1712		Michael Burns	Assistant Coach	1.00	164,549		-	2,500	-	19,746	13,164	No	Yes	No	No		197,459	2,500	3%
1714		Timothy Duryea	Assistant Coach	1.00	150,010		-	2,500	-	18,001	12,001	No	Yes	No	No		180,012	2,500	25%
1745		David Moats	Director, Men's BB Operations	1.00	51,022	4,575	-	2,000	-	6,123	4,082	No	No	No	No		61,227	6,575	3%
3133		Roy Barsh II	Assistant Coach	1.00	145,392		-	2,500	-	17,063	11,376	No	Yes	No	Yes		173,831	2,500	9%
4254		Lexus Williams	Coaching Assistant	1.00	40,019			500	-	-	-	No	No	No	No		40,019	500	New
		Golf																	
3566		Dan Potter	Head Coach	1.00	80,018		-	2,000	3,000	-	-	No	Yes	No	No		83,018	2,000	21%
1486		Joe Panzeri	Assistant Coach	1.00	24,003			500	-	-	-	No	No	No	No		24,003	500	New
		Tennis																	
3151		Vacant/Kristian Widen	Head Coach	1.00	65,208		-	2,000	3,000	-	-	No	Yes	No	Yes		68,208	2,000	3%
3178		Vacant/Ali Borhani	Assistant Coach	1.00	40,602		-	500	-	-	-	No	No	No	No	40,602	-	500	3%
		Men/Women's Track & Field																	
1400		Benjamin Wetli	Asst Coach Track & Field & CC	1.00	51,626		-	500	2,400	2,549	6,130	No	No	No	No		62,704	500	4%
1719		Rachel McFarlane/Cody Sohr	Asst Coach Track & Field & CC	1.00	43,118		-	750	2,400	3,587	8,899	No	No	No	No	43,118	14,886	750	4%
1721		Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.00	63,523		-	1,000	2,400	2,906	7,082	No	No	No	No	63,523	12,388	1,000	4%
2223		Corey Ihmels	Head Coach	1.00	145,018		-	4,000	12,000	43,200	9,850	No	Yes	No	Yes		210,068	4,000	6%
3177		Gavin O'Neal	Assistant Coach, Track & Field	1.00	53,726		-	500	1,200	1,612	4,298	No	No	No	No	53,726	7,110	500	4%
4041		Andrew Green	Assistant Coach, Track & Field	1.00	33,197		-	500	1,200	996	2,656	No	No	No	No		38,048	500	4%
		Women's Sports																	
		Basketball																	
1720		Heather Sower	Assistant Coach	1.00	97,802		-	1,000	-	-	5,868	No	No	No	No	97,802	5,868	1,000	4%
1744		Cori Smith	Dir, Women's BB Operations	1.00	48,547		-	500	-	-	2,913	No	No	No	No	48,547	2,913	500	4%
2226		Gordon Presnell	Head Coach	1.00	308,110		-	7,500	-	-	15,000	No	No	No	Yes	308,110	15,000	7,500	3%
3129		Michael Petrino	Assistant Coach	1.00	97,011		-	1,000	-	-	5,821	No	No	No	No	97,011	5,821	1,000	3%
3181		Cariann Ramirez	Assistant Coach	1.00	97,802		-	1,000	-	-	5,868	No	No	No	No	97,802	5,868	1,000	4%
		Soccer																	
1722		James Thomas	Head Coach	1.00	109,990	32,000	-	2,000	3,000	-	-	No	No	No	Yes	109,990	3,000	34,000	8%
1723		Elizabeth Ruiz	Assistant Coach	1.00	37,939	16,625	-	500	1,500	-	-	No	No	No	No	37,939	1,500	17,125	8%
1748		Max Weber	Assistant Coach	1.00	52,790	23,000	-	500	1,500	-	-	No	No	No	No		54,290	23,500	8%
		Volleyball																	
1716		Shawn Garus	Head Coach Volleyball	1.00	134,160		-	3,500	5,000	9,500	-	No	Yes	No	Yes	134,160	14,500	3,500	3%

Intercollegiate Athletics Compensation Report
Boise State University
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				Compensation				Contract Bonus			Perks				Funding			Salary
PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
1817	Allison Buck Voigt	Head Coach Beach Volleyball	1.00	55,016		-	1,000	2,000	-	-	No	No	No	No		57,016	1,000	26%
3130	Candy Murphy	Assistant Coach Volleyball	1.00	75,275		-	500	1,200	4,517	-	No	No	No	No	75,275	5,717	500	4%
3176	Hayley Peterson	Assistant Coach Volleyball	1.00	48,506		-	500	1,200	2,910	-	No	No	No	No	48,506	4,110	500	4%
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	36,504		-	500	1,200	2,190	-	No	No	No	No	-	39,894	500	14%
	Gymnastics																	
3164	Patti Murphy	Assistant Coach	1.00	43,368		-	500	1,200	-	-	No	No	No	No	43,368	1,200	500	3%
3174	Tina Bird	Head Coach	1.00	91,790		-	2,000	2,000	-	-	No	Yes	No	No	91,790	2,000	2,000	3%
4047	Ivan Alexov	Assistant Coach	1.00	77,397		-	500	1,200	-	-	No	No	No	No		78,597	500	3%
	Tennis																	
3163	Sherman Roghaar	Head Coach Womens Director	1.00	89,627	539	-	2,000	7,000	-	-	No	Yes	No	Yes	89,627	7,000	2,539	3%
3179	Maria Lopez	Assistant Coach	1.00	64,080		-	500	1,200	-	-	No	No	No	No	-	65,280	500	32%
	Golf																	
3127	Kailin Downs	Head Coach	1.00	65,000		-	2,000	-	-	-	No	Yes	No	Yes	65,000	-	2,000	31%
	Softball																	
1737	Justin Shults	Head Coach	1.00	90,002	1,000	-	2,000	-	-	-	No	Yes	No	Yes	90,002	-	3,000	10%
1738	Francis Strub/ Rich	Assistant Coach	1.00	40,019	4,772	-	500	-	-	-	No	No	No	No	40,019	-	5,272	-1%
1747	Allison Walljasper/ Snow	Assistant Coach	1.00	60,008	3,904	-	500	-	-	-	No	No	No	No	60,008	-	4,404	49%
	Grand Totals		**147.00**	**13,692,307**	**130,855**	**15,100**	**168,490**	**210,364**	**194,899**	**195,506**					**2,533,216**	**11,689,952**	**299,345**	

Base salary as represented at time of report 2/25/22

Intercollegiate Athletics Compensation Report
Boise State University
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		Compensation				Contract Bonus			Perks				Funding		
	Athletic FTE	Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
FY22 Est compared to 21 Act															
FY21Actual	**138.89**	**12,070,686**	**0**	**46,825**	**164,750**	**295,700**	**121,500**	**77,000**					**2,001,581**	**10,610,129**	**164,750**
FY22 Est compared to 21 Act	8.11	1,621,622	130,855	(31,725)	3,740	(85,336)	73,399	118,506					531,635	1,079,822	134,595
FY22 Est compared to 21 Act by Department															
Non Sport Specific	6.35	420,720	15,440	234	9,740	(10,000)	17,000	2,500					44,159	391,287	24,180
Mens Football	4.00	349,752	29,000	(22,375)	1,000	(5,936)	(37,000)	15,000					-	299,441	30,000
Mens Basketball	1.00	111,779	4,575	-	500	(37,500)	81,433	48,622					-	204,334	5,075
Mens Golf	0.00	13,770	-	-	-	-	(7,500)	(15,500)					-	(9,230)	-
Mens Tennis	0.00	3,286	-	-	-	(1,200)	-	-					1,269	818	-
Track & Field	0.00	16,765	-	-	250	6,000	52,599	37,415					5,720	107,059	250
Mens Baseball	-4.00	(226,679)	-	-	(2,500)	(3,000)	-	-					-	(229,679)	(2,500)
Womens Basketball	0.00	19,594	-	-	-	(30,500)	(40,500)	35,470					231,334	(247,270)	-
Womens Soccer	0.00	14,997	71,625	-	-	6,000	(7,750)	(1,000)					10,920	1,327	71,625
Womens Volleyball	0.00	24,440	-	-	-	(800)	19,117	-					90,170	(47,413)	-
Womens Gymnastics	0.00	6,157	-	-	-	-	(2,000)	(3,000)					3,765	(2,608)	-
Womens Tennis	0.00	17,925	539	-	-	-	-	-					2,350	15,574	539
Womens Golf	0.00	15,330	-	-	-	(3,000)	-	-					15,330	(3,000)	-
Womens Softball	0.00	27,144	9,676	(8,333)	-	(5,400)	-	-					27,144	(13,733)	9,676
Womens Swimming	-3.00	(178,755)	-	-	(3,000)	-	-	-					(178,755)	-	(3,000)

Intercollegiate Athletics Compensation Report
Idaho State University
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Depart/Name/Title			Athletic FTE	Compensation: Base Salary**	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Winning Perform.	Contract Bonuses: Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Athletic Administration:																	
Pauline Thiros		Athletic Director	1.00	166,597							Yes	Yes		Yes	166,597		
Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	0.63	56,106											56,106		
Brooke Pehrson		Academic Advisor	1.00	39,852										No	39,852		
Steven Schaack		Asst AD for Media Relations	1.00	65,560											65,560		
Haley Harrison	A	Asst Director Media Relations	0.62	25,071										No	25,071		
Jonathan Match	B	Asst Director Media Relations	0.43	17,577										No	17,577		
Dustin Enslinger		Head Athletic Trainer	1.00	60,165										No	60,165		
Nicolas Anderson		Asst Sports Trainer	1.00	40,081										No	40,081		
Santiago Segura Barron		Asst Sports Trainer	0.92	37,008										No	37,008		
Brandon Payne		Athletic Sport Trainer	1.00	43,997										No	43,997		
Elizabeth Reinstein		Athletic Sport Trainer	1.00	40,332										No	40,332		
Daniel Ryan	A	Dir of Strength & Conditioning	0.65	40,788										No	30,820	9,969	
Brandon Stephens	B	Dir of Strength & Conditioning	0.40	23,637										No	19,146	4,491	
Brandon Stephens	A	Asst Dir of Strength and Conditioning	0.60	28,415										No		28,415	
Jarius Fields		Director of Sports Marketing	0.96	43,810										No		43,810	
Quintin Kohorst		Athletic Equipment Manager	1.00	45,499										No	45,499		
Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	14,934										No		14,934	
Ted Gambles		Admin Assistant	1.00	30,224										No	30,224		
Becky Naber		Mgmt Assistant	1.00	39,146										No	39,146		
Bengal Foundation																	
Donna Hays		Exec Dir Bengal Foundation	0.19	10,547										No		10,547	
Men's Sports																	
Football																	
Robert Phenicie		Hd Coach	0.91	146,288						0		Yes		Yes	146,288	0	0
Michael Philipp		Asst Coach/Offensive Line	1.00	40,693										No	40,693		0
Joe Hall		Asst Coach	1.00	40,693										No	40,693		0
Roger Cooper		Defensive Coordinator	1.00	75,943								Yes		No	60,755	15,189	
Tyson Munns		Dir of Football Operations/Video Coor.	1.00	51,594										No	51,594		0
Agalelei Talamaivao		Asst Coach/Def Line	1.00	39,260										No	39,260		
Aaron Prier	A	Asst Coach / Academic Liaison	0.92	26,982										No	26,982		0
Hagen Graves	B	Asst Coach / Academic Liaison	0.08	2,308											2,308		
Michael Ferriter		Asst Coach - Offensive Coor.	1.00	60,861										No	60,861	0	0
Charles Yancy		Asst Coach	1.00	42,717										No	42,717	0	0
Tevita Fiefia		Asst Coach/Special Teams Coor.	1.00	61,455										No	61,455	0	0
Basketball																	
Ryan Looney		Hd Coach	0.96	107,247				2,500		15,000		Yes		Yes	107,247	17,500	
Rosbie Mutcherson	B	Asst Coach	0.06	2,596										No	2,596		0
Christopher McMillian	A	Asst Coach	0.95	46,003										No	46,003		0
Davis Furman		Asst Coach	1.00	35,000										No	35,000		0
Jose White		Asst Coach	1.00	49,360										No	49,360		0
Tennis																	
Alexander Free		Hd Coach	1.00	39,704										No	39,704		

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary**	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonuses: Academic Perform.	Contract Bonuses: Winning Perform..	Contract Bonuses: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other
Track & Field																
Hillary L. Merkley	Hd Coach	0.46	30,405						325		Yes		No	30,405		325
Joseph Silvers	Asst Coach	0.50	20,212										No	20,212		
Cross Country																
Nathan Houle	Hd Coach	0.50	28,319										No	28,319		
Women's Sports																
Basketball																
Seton Sobolewski	Hd Coach	0.96	110,744				6,000	14,817	0		Yes		Yes	110,744	20,815	
Ryan Johnson	Asst Coach	1.00	51,789	1,500					2,000		Yes		No	51,789	2,000	1,500
James Brewster	Asst Coach	1.00	37,923	1,500					2,000				No	37,923	2,000	1,500
Courtnie Smith	Asst Coach	1.00	26,717	1,500					2,000				No	26,717	2,000	1,500
Volleyball																
Samantha Stuart	Hd Coach	0.91	63,719				1,000				Yes		Yes	63,719	1,000	
Robert Berrett	Asst Coach	1.00	42,758										No	42,758		
Tennis																
Gretchen Maloney	Hd Coach	0.92	51,022										No	51,022		
Track & Field																
Hillary L. Merkley	Hd Coach	0.46	30,405				700				Yes		Yes	30,405	700	
Joseph Silvers	Asst Coach	0.50	20,213										No	20,213		
Golf																
Dallen Atkins	Hd Coach	0.37	24,003										No	24,003		
Greta Carlson	Asst Coach	0.12	4,805										No		4,805	
Cross Country																
Nathan Houle	Hd Coach	0.50	28,319										No	28,319		
Soccer																
Deborah Brereton	Hd Coach	1.00	67,259	2,000							Yes			67,259		2,000
Samantha Etherington	Asst Coach	1.00	38,788	2,000									No	38,788		2,000
Softball																
Cristal Brown	Hd Coach	1.00	55,022								Yes			55,022		
Sabrina Boyd	Asst Coach	1.00	44,667											44,667		
Totals		44.97	2,515,139	8,500	0	0	10,200	14,817	21,325					2,382,981	178,175	8,825

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**** Base salary reported here is the amount due to employee *after* furlough has been deducted, this means that restoration of furlough days in subsequent year will show as a pay increase**

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Depart/Name/Title			Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
Athletic Administration:																		
Pauline Thiros		Athletic Director	1.00	178,949							Yes	Yes		Yes	178,949			7%
Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	1.00	89,500										No	89,500			0%
Nikole Cook		Academic Advisor	1.00	32,308										No	32,308			New
Steven Schaack		Asst AD for Media Relations	1.00	71,925										No	71,925			10%
Jonathan Match		Asst Director Media Relations	1.00	41,226										No	41,226			2%
Dustin Enslinger		Head Athletic Trainer	1.00	62,770										No	62,770			4%
Nicolas Anderson		Asst Sports Trainer	1.00	42,025										No	42,025			5%
Santiago Segura Barron		Asst Sports Trainer	1.00	41,495										No	41,495			3%
Brandon Payne		Athletic Sport Trainer	1.00	45,101										No	45,101			3%
Elizabeth Reinstein	A	Athletic Sport Trainer	0.46	19,120										No	19,120			4%
Morgan Pook	B	Athletic Sport Trainer	0.49	18,393										No	18,393			New
Brandon Stephens		Dir of Strength & Conditioning	1.00	60,080										No	48,805	11,275		2%
Caroline Lipka		Director of Sports Marketing	1.00	32,039										No		32,039		New
Quintin Kohorst		Athletic Equipment Manager	1.00	53,170										No	53,170			17%
Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	15,107										No		15,107		1%
Ted Gambles		Admin Assistant	1.00	30,992										No	30,992			3%
Becky Naber		Mgmt Assistant	1.00	40,331										No	40,331			3%
Brandon Rodewald		Asst. Dir. Strength & Conditioning	1.00	46,173										No	46,173			New
Ross Thorpe		Asst Sports Trainer	1.00	35,518										No	35,518			New
Men's Sports																		
Football																		
Robert Phenicie	A	Hd Coach	0.91	157,134										Yes	157,134			7%
Charles Ragle	B	Hd Coach	0.50	93,993								Yes		No	93,993			New
Charles Yancy	A	Asst Coach	0.61	27,154										No	27,154			4%
Davonte Neal	B	Asst FB Coach/Secondary/CB	0.43	13,662										No		13,662		New
Michael Philipp	A	Asst Coach/Offensive Line	0.61	25,868										No	25,868			4%
Ryan Payne	B	Asst Coach/Offensive Line	0.43	22,627										No	15,443	7,184		New
Joe Hall		Asst Coach	1.00	42,125										No	42,125			4%
Roger Cooper	A	Defensive Coordinator	0.62	48,616										No	38,892	9,723		3%
Timothy Schaffner	B	Asst Coach/Defensive Coordinator	0.47	42,815								Yes		No	35,447	7,369		New
Tyson Munns		Director of Football Oper./Video Coord.	1.00	53,409										No	53,409			4%
Byron Hout		Asst Coach - Defensive Line	1.00	45,263										No	43,763	1,500		New
Vincent Amey		Asst Coach/Defensive Ends	0.45	23,200										No	23,200			New
Edgar Weiser		Asst Coach/Tight Ends	0.45	27,662										No	27,662			New
Michael Ferriter	A	Asst Coach/Offensive Coor.	0.61	38,961										No	38,961			4%
Taylor Mazzone	B	Asst Coach/Offensive Coor.	0.45	42,831										No	42,831			New
Hagen Graves	A	Asst Coach/Academic Liaison	0.62	18,462										No	18,462			4%
Dominique Stewart	B	Asst Coach/Wide Receivers	0.43	20,492										No	20,492			New
Tevita Fiefia		Asst Coach / Special Teams Coor.	1.00	64,095										No	64,095			4%
Basketball																		
Ryan Looney		Hd Coach	0.96	113,026								Yes		Yes	113,026			5%
Davis Furman		Asst Coach	1.00	37,613										No	37,613			7%
Rosbie Mutcherson		Asst Coach	1.00	45,173										No	45,173			0%
Jose White		Asst Coach	1.00	53,125										No	53,125		0	8%
Tennis																		
Alexander Free		Hd Coach	1.00	40,700										No	40,700			3%

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Depart/Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform.	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Mbership	Perks: Car	Perks: Other	Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change**
Track & Field																	
Hillary L. Merkley	Hd Coach	0.45	31,557								Yes		Yes	31,557			4%
Joseph Silvers	Asst Track & Field Coach	0.50	20,924										No	20,924			4%
Drew Jones	Asst Track & Field Coach	0.50	20,613										No	20,613			New
Cross Country																	
Nathan Houle	Hd Coach	0.50	29,315										No	29,315			4%
Women's Sports																	
Basketball																	
Seton Sobolewski	Hd Coach	0.96	126,657								Yes		Yes	126,657			14%
Ryan Johnson	Asst Coach	1.00	61,559								Yes		No	61,559			19%
James Brewster	Asst Coach	0.33	15,632										No	15,632			23%
Courtnie Smith	Asst Coach	1.00	36,668										No	36,668			37%
Volleyball																	
Samantha Stuart	Hd Coach	0.91	66,294								Yes		Yes	66,294			4%
Robert Berrett	Asst Coach	1.00	44,374										No	44,374			4%
Tennis																	
Gretchen Maloney	Hd Coach	0.92	48,847										No	48,847			-4%
Track & Field																	
Hillary L. Merkley	Hd Coach	0.45	31,557								Yes		Yes	31,557			4%
Joseph Silvers	Asst Track & Field Coach	0.50	20,924										No	20,924			4%
Drew Jones	Asst Track & Field Coach	0.50	20,613										No	20,613			New
Golf																	
Dallen Atkins	Hd Coach	0.37	24,003										No	24,003			0%
Greta Carlson	Asst Coach	0.12	4,805										No	4,805			0%
Cross Country																	
Nathan Houle	Hd Coach	0.50	29,315										No	29,315			4%
Soccer																	
Deborah Brereton	A Hd Coach	0.61	41,450										Yes	41,450		0	1%
Dustin Downey	B Hd Coach	0.45	29,223								Yes		No	29,223			New
Sarah Arsenault	A Asst Coach	0.52	21,268										No	21,268		0	New
Jack Curtin	B Asst Coach	0.40	16,800										No	16,800			New
Softball																	
Andrew Rich	Hd Coach	1.00	61,250								Yes		Yes	61,250			New
Rebekah Cervantes	Asst Coach	1.00	32,500										No	32,500			New
Jamie Wiggins	Asst Coach	1.00	45,000										No	45,000			New
Grand Total		49.47	2,935,376	0	0	0	0	0	0					2,837,517	97,859	0	

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**** Base salary reported for FY21 is the amount paid to employee *after* furlough has been deducted, this means that restoration of furlough days in FY22 shows as a pay increase**

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72			Compensation				Contract Bonus			Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																
Terry Gawlik	Athletic Director	1.00	200,013		15,000		1,000				yes+		yes	201,013	15,000	
Thomas Zimmer	Business Manager, Athletics	0.00	45,199 *											3,405	41,794	
Garrett Haldeman	Business Manager, Athletics	1.00	12,116			4,971 ^^									17,087	
Margaret Henderson	Asst Business Manager	1.00	1,789												1,789	
Sean McIlraith	Administrative Coordinator	1.00	44,663												44,663	
Abigail Oliver	Administrative Coordinator	1.00	1,395												1,395	
Anthony Castro	Dir. Equip Rm	1.00	52,603												52,603	
Gary Monteer	Asst Equip Rm	0.00	401												401	
Elijah Boswell	Asst Equip Rm	1.00	28,285 *												28,285	
Matt Weinberg	Director Video Svcs	1.00	41,094												41,094	
Michael Garner	Director Creative Content	1.00	35,980			1,415 ^^									37,395	
Brittney Burt	Multimedia Content Coord	1.00	34,690												34,690	
Joe St. Pierre	Dir. Med. Rel	1.00	52,520												52,520	
Paige McFeeley	Asst. Med Rel	1.00	40,308												40,308	
Wyatt Hall	Asst. Med Rel	1.00	40,308												40,308	
Christopher Walsh	Hd Trainer	1.00	78,220											78,220	-	0
Justin Pomar	Asst Trainer	1.00	49,442											49,442	-	
Clayton Malinich	Asst Trainer	1.00	45,011											45,011	-	0
Kassandra Johnson	Asst Trainer	1.00	45,594												45,594	0
Stacy Asplund	Student Insurance Coord	1.00	35,630											35,630	-	
Jake Scharnhorst	Strength Coach	1.00	64,854												64,854	
Miles Gemberling	Asst Strength	1.00	43,160												43,160	
Isaac Wendt	Asst Strength	0.00	9,031 *												9,031	
Noah Croninger	Asst Strength	1.00	22,590												22,590	
Tim Mooney	Assoc AD/External Ops	1.00	120,869								yes				120,869	
Eric Anderson	Devl. Coor.	1.00	35,023												35,023	
Martin Northcroft	Dir Marketing/Promotions	1.00	34,281												34,281	
Michael Jackson	Director of Ticket Ops	1.00	50,003												50,003	
Ryan Maley	Asst Dir Ticket Ops	1.00	41,933			53 ^^									41,986	
Christin Fort	Learing Spec (Acad Support)	0.00	390 *												390	
Sydney Martin	Learing Spec (Acad Support) N	0.05	1,799			110 ^^									1,909	

Men's Sports

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72			Compensation				Contract Bonus			Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Football																
Paul Petrino	Hd Coach	1.00	195,603		255,000						yes+		yes	258,103	192,500	
Kris Cinkovich	Assistant	1.00	153,893								yes+			153,893	-	0
Michael Breske	Assistant	1.00	138,549											138,549	-	0
Charles Molnar	Assistant	1.00	78,603		5,272						yes+			78,603	5,272	0
Luther Elliss	Assistant	1.00	72,613											72,613	-	0
Vernon Smith	Assistant	1.00	66,872								yes+			66,872	-	0
Adam Breske	Assistant	1.00	65,562								yes+			65,562	-	0
Brian Reader	Assistant	1.00	58,573											58,573	-	0
Pryce Tracy	Assistant	1.00	47,623											47,623		
Jamie Schultz	Assistant	1.00	43,576								yes			43,576	-	0
Anthony Spencer	Assistant	1.00	37,565											37,565	-	0
James (JD) Johnson	Dir. of FB Ops	1.00	44,179								yes			44,179	-	0
Basketball																
Zachary Claus	Hd Coach	1.00	130,000		20,000		2,000				yes+			132,000	20,000	
Tim Murphy	Assistant	0.00	2,810 *								yes			2,810	-	
Bennie Seltzer	Assistant	0.00	12,817 *											12,817		
Doug Novsek	Assistant	1.00	57,639			1,220 ^^								58,859		
Kenneth Tripp	Assistant	1.00	45,235			1,243 ^^								46,478		
Jonathan Walker	Assistant	1.00	27,895			2,423 ^^								30,318		
Timothy Marrion	Assistant	1.00	5,386											5,386		
Kirk Earlywine	Assistant (non-renewal)	0.00	1,773 *								yes+			1,773	-	
Vacant	Dir Player Development	1.00	0											-	-	
Men's Track & XC																
Tim Cawley	Dir. of T&F	0.50	34,538		4,000		1,000							35,538	4,000	
Travis Floeck	Assistant	0.50	24,669											24,669	-	
Cathleen Cawley	Assistant	0.50	8,095											8,095	-	
Brett Olsen	Assistant	0.50	14,515											14,515	-	
Golf																
David Nuhn	Hd Coach	1.00	43,451				750							44,201	-	
Tennis																
Daniel Hangstefer	Hd Coach	1.00	37,565											37,565	-	

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72			Compensation				Contract Bonus				Other				Funding		
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other		Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Women's Sports																	
Basketball																	
Jon Newlee	Hd Coach	1.00	117,083		18,000		1,500		0	&		yes		yes	127,583	9,000	
Christa Sanford	Associate	1.00	65,562												65,562	-	
Drew Muscatell	Assistant	1.00	35,568		5,000										35,568	5,000	0
Taylor Pierce	Assistant	1.00	3,176												3,176		
Jordan Kelley	Assistant	0.00	27,467 *												27,467	-	
Women's Track & XC																	
Tim Cawley	Dir. of T&F	0.50	34,538		4,000		1,750								36,288	4,000	
Travis Floeck	Assistant	0.50	24,669												24,669	-	
Cathleen Cawley	Assistant	0.50	8,095												8,095	-	
Brett Olsen	Assistant	0.50	14,515												14,515	-	
Volleyball																	
Debbie Buchanan	Hd Coach	1.00	94,120		7,500		1,500					yes+		yes	95,620	7,500	
David Gannon	Assistant	1.00	39,603												39,603	-	
Meika Wagner	Assistant	1.00	39,603												39,603	-	
Women's Soccer																	
Jeremy Clevenger	Hd Coach	1.00	52,262				1,500							yes	53,762	-	
Sean Mapson	Assistant	1.00	33,571												33,571	-	
Women's Golf																	
Lisa Ferrero	Hd Coach	1.00	47,008		5,000	4,700 ^^									51,708	5,000	
Tennis																	
Babar Akbar	Hd Coach	1.00	41,288												41,288	-	
Women's Swimming																	
Mark Sowa	Hd Coach	1.00	58,594		18,000		1,500							yes	60,094	18,000	
James Southerland	Assistant	1.00	31,117												27,305	3,812	
Grand Totals		**63.05**	**3,526,629**	**0**	**356,772**	**16,136**	**12,500**	**0**	**0**						**2,718,932**	**1,193,105**	**0**

* Displaying only 1.0 FTE per position where there were vacancies and consecutive incumbents in a position during the year
^ other portion of full FTE paid by Advancement
^^ employee moving reimbursement (now runs through payroll)
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

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Depart/PCN	Name/Title		Athletic FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Academic Perform	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Other	Other: Multi-Yr Contract	Funding: State Approp.	Funding: Program Revenue	Funding: All Other	Base Salary Annualized Change	Comments
Athletic Administration																			
8475	Gawlik, Terry	Athletic Director	1.00	204,027		15,000		20,000	20,000			yes+		yes	224,027	35,000		2.0%	
8480	Haldeman, Garrett	Assoc AD, Business	1.00	90,002												90,002		1.7%	New
8651	Vacant	Asst Business Mgr	0.00	0												-		-100.0%	vacant
8482	McIlraith, Sean	Administrative Coordinator	1.00	43,992												43,992		2.0%	
8691	Vacant	Administrative Coordinator	0.00	0												-		-100.0%	vacant
8490	Castro, Anthony	Asst AD, Equipment	1.00	53,664												53,664		2.0%	
8491	Boswell, Elijah	Asst Equip Mgr	1.00	36,234												36,234		8.5%	
8492	Weinberg, Matt	Director of Video & Technology	1.00	40,976												40,976		2.0%	
8636	Garner, Michael	Asst Video Svcs Coord	1.00	34,778												34,778		2.0%	
8484	Burt, Brittney	Multimedia Content Coord	1.00	35,214												35,214		2.0%	
8495	St. Pierre, Joe	Dir Athletic Communications	1.00	53,581												53,581		2.0%	
8494	McFeeley, Paige	Asst Dir Communications	1.00	41,288												41,288		2.3%	
8493	Hall, Wyatt	Asst Dir Communications	1.00	41,288												41,288		2.3%	
8504	Walsh, Christopher	Hd Trainer	1.00	75,005											75,005	-	0	9.4%	
8500	Pomar, Justin	Asst Trainer	1.00	50,440											50,440	-		2.0%	
8650	Malinich, Clayton	Asst Trainer	1.00	45,926											45,926	-	0	2.0%	
8660	Johnson, Kassandra	Asst Trainer	1.00	46,509												46,509	0	2.0%	
8483	Asplund, Stacy	Student Insurance Coord	1.00	36,358											36,358	-		2.0%	
8689	Scharnhorst, Jacob	Head Strength Coach	1.00	66,165												66,165		2.0%	
8687	Croninger, Noah	Asst Strength	1.00	30,118												30,118		2.0%	
8688	Gemberling, Miles	Assoc Strength	1.00	44,034												44,034		2.0%	
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	123,302								yes				123,302		2.0%	
6534	Martin, Matthew	Assoc AD/Revenue Gen	1.00	95,014											95,014			N/A	
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	36,733												36,733		2.0%	
8690	Vacant	Asst Dir, Mrktg & Fan Engagmt	1.00	0												-		#DIV/0!	vacant
8692	Vacant	Asst AD, Mrktg & Fan Engagmt	1.00	70,013												70,013		25.9%	new position
6379	Jackson, Michael	Director of Ticket Ops	1.00	51,022												51,022		2.0%	
6376	Maley, Ryan	Asst Dir Ticket Ops	1.00	42,786												42,786		-4.9%	new
6179	Martin, Sydney	Learning Spec	0.05	2,168	*											2,168		-25.1%	Resign
Men's Sports																			
Men's Football																			
8550	Petrino, Paul	Hd Coach	1.00	199,534		255,000		20,000				yes+		yes	219,534	255,000		2.0%	
8557	Gilbert, Nicholas	Assistant	1.00	90,002								yes+			90,002	-	0	-43.5%	New hire
8559	Breske, Michael	Assistant	1.00	141,336											141,336	-	0	2.0%	Non-renew
8558	Pryce, Tracy	Assistant	1.00	51,022											51,022			0.9%	Non-renew
8556	Molnar, Charles	Assistant	1.00	80,184		5,272						yes+			80,184	5,272	0	2.0%	Non-renew

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8552 Elliss, Luther	Assistant	1.00	74,069											74,069	-	0	2.0%	Non-renew
8553 Smith, Vernon	Assistant	1.00	68,224								yes+			68,224	-	0	2.0%	Non-renew
8554 Breske, Adam	Assistant	1.00	66,893								yes+			66,893	-	0	2.0%	Non-renew
8551 Reader, Brian	Assistant	1.00	90,002											90,002	-	0	53.7%	Increase for O C
8555 Clark, Rene	Assistant	1.00	42,016											42,016	-	0	-3.6%	Non-renew
8693 Spencer, Anthony	Assistant	1.00	41,288											41,288	-	0	9.9%	Non-renew - rais
8592 James (JD) Johnson	Asst AD, Football Ops	1.00	45,074								yes			45,074	-	0	2.0%	
Men's Basketball																		
8571 Claus, Zachary	Head Coach	1.00	132,600		20,000		2,000	12,000			yes			146,600	20,000		2.0%	
8560 Hill, Jonathan	Assistant	1.00	50,003											50,003			-31.5%	
8570 Tripp, Kenneth	Assistant	1.00	50,003											50,003			8.5%	
8572 Marrion, Tim	Assistant	1.00	70,013											70,013	-		-2.8%	New
8672 Vacant	Associate	1.00	0											0			n/a	vacant
8573 Vacant	Dir Player Development	1.00	0											-	-		n/a	vacant
Men's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,235		4,000		1,000	3,000						39,235	4,000		2.0%	
8530 Floeck, Travis	Assistant	0.50	25,168											25,168	-		2.0%	
8581 Vacant	Assistant	0.50	20,644											20,644			7.2%	
8635 Olsen, Brett	Assistant	0.50	33,176											33,176	-		150.6%	raised to minimu
Men's Golf																		
8591 Nuhn, David	Hd Coach	1.00	44,325				1,000	3,000						48,325	-		2.0%	
Men's Tennis																		
8515 Hangstefer, Daniel	Hd Coach	1.00	41,288											41,288	-		9.9%	raised to minimu
Women's Sports																		
Women's Basketball																		
8520 Newlee, Jon	Hd Coach	1.00	126,630		18,000		1,500	9,000	35,000 &		yes		yes	172,130	18,000		8.2%	
8521 Sanford, Christa	Associate	1.00	66,893											66,893	-		2.0%	
8523 Muscatell, Drew	Assistant	1.00	41,288		5,000									41,288	5,000	0	16.1%	raised to minimu
8522 Pierce, Taylor	Assistant	1.00	41,288											41,288	-		17.9%	raised to minimu
Women's Track & XC																		
8580 Cawley, Tim	Dir. of T&F	0.50	35,235		4,000		1,000	3,000						39,235	4,000		2.0%	
8530 Floeck, Travis	Assistant	0.50	25,168											25,168	-		2.0%	
8581 Vacant	Assistant	0.50	20,644											20,644			7.2%	raised to minimu
8635 Olsen, Brett	Assistant	0.50	33,176											33,176	-		150.6%	raised to minimu
Women's Volleyball																		
8540 Buchanan, Debra	Hd Coach	1.00	96,013		7,500		1,500	2,000			yes+		yes	99,513	7,500		2.0%	Retired

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8541 Hoyer, Lorelle	Assistant	1.00	41,288											41,288			4.3%	Non-renewal
8497 Wagner, Meika	Assistant	1.00	40,414											40,414			2.0%	Non-renewal
Women's Soccer																		
8517 Clevenger, Jeremy	Hd Coach	1.00	53,622				1,000	2,000					yes	56,622	-		2.0%	
8518 Mapson, Sean	Assistant	1.00	41,288											41,288	-		23.0%	raised to minimu
Women's Golf																		
8590 Ferrero, Lisa	Hd Coach	1.00	47,965				1,000	2,000						50,965	-		2.0%	
Women's Tennis																		
8673 Babar Akbar	Hd Coach	1.00	42,120											42,120	-		2.0%	
Women's Swimming																		
8671 Mark Sowa	Hd Coach	1.00	66,279		11,500		1,000	2,000					yes	69,279	11,500		13.1%	new contract
8531 Southerland, James	Assistant	1.00	31,740						3,812					31,740	3,812		2.0%	
Grand Totals		**63.05**	**3,833,787**	**0**	**345,272**	**0**	**51,000**	**58,000**	**38,812**					**2,973,921**	**1,352,950**	**0**		

* other portion of full FTE paid by Academic support
^ other portion of full FTE paid by Advancement
^^ employee moving reimbursement (now runs through payroll)
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary
yes* had a car for part of year only

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			Compensation				Contract Bonus			Other			All Compensation		
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Brooke Henze	Director, Athletics	1.00	84,379						2,500	No	No	No	86,879		
Alex Slocum	Director, Facilities & Operations	1.00	40,006							No	No	No	40,006		
George Laughlin	Director, Facilities & Operations	1.00	3,990							No	No	No	3,990		
Tracy Collins	Trainer	1.00	52,426			420				No	No	No	52,426		420
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	41,346			420				No	No	No	31,010		10,757
Logan Prins (New)	Asst. Athletic Trainer	0.49	20,000							No	No	No			20,000
Allison Beck (Old)	Athletic Operations Manager	1.00	23,402							No	No	No	23,402		
Melissa Weitz (New)	Director of Marketing & Promotions	1.00	21,660							No	No	No	21,660		
Kristina Keener	Business Manager	1.00	44,889							No	No	No	30,076		14,813
Alisha Alexander	Assistant Director, Communications & Marketing and Director, Sports Information	1.00	43,180							No	No	No	3,886		39,294
Men's Sports															
Basketball															
Austin Johnson	Head Coach	1.00	58,385					1,500	1,000	No	Yes	No	60,885		
Leif Karlberg	Asst. Coach	1.00	40,061			250				No	No	No	22,434		17,877
Calab Johnson	Asst. Coach	1.00	4,757			250				No	No	No	4,757		250
Baseball															
Jake Taylor	Head Coach	1.00	71,600							No	Yes	No	71,600		
William Silvestri	Asst. Coach	1.00	40,951							No	No	No	40,951		
Allen Balmer	Asst. Coach	1.00	51,963							No	No	No	51,963		
Raymond Pedrina	Asst. Coach	0.12	5,000							No	No	No			5,000
Cross-Country															
Mike Collins	Head Coach	0.25	14,715					1,000	500	No	No	No	16,215		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Track															
Mike Collins	Head Coach	0.25	14,714					250		No	No	No	14,964		
Cyrus Hall	Asst. Coach	0.25	10,371							No	No	No	10,371		
Jacob Whittaker	Asst. Coach	0.04	1,800							No	No	No		1,800	
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800	
Tennis															
Kai Fong	Head Coach	0.50	30,032						250	No	No	No	30,282		
Golf															
Kyla (Clancy) Lien (Old)	Head Coach	1.00	11,742						250	No	No	No	11,992		
Kyla (Clancy) Lien (New)	Interim Head Coach (IH)	0.12	5,000							No	No	No	5,000		
Marissa Louder	Asst. Coach	0.11	4,500							No	No	No		4,500	

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Perks: Club Memb.	Perks: Car	Perks: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	61,238					1,000	500	No	Yes	No	62,738		
Caelyn Orlandi	Asst. Coach	1.00	40,000							No	No	No	40,000		
Cross-Country															
Mike Collins	Head Coach	0.25	14,715					500	500	No	No	No	15,715		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Track															
Mike Collins	Head Coach	0.25	14,715					750	500	No	No	No	15,965		
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		
Jacob Whittaker	Asst. Coach	0.04	1,800							No	No	No		1,800	
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800	
Volleyball															
Shaun Pohlman	Head Coach	1.00	51,300						500	No	Yes	No	51,800		
George Laughlin	Asst. Coach	1.00	35,538							No	No	No	35,538		
Tennis															
Kai Fong	Head Coach	0.50	30,032						250	No	No	No	30,282		
Golf															
Kyla (Clancy) Lien (Old)	Head Coach	1.00	11,742						250	No	No	No	11,992		
Kyla (Clancy) Lien (New)	Interim Head Coach (IH)	0.12	5,000							No	No	No	5,000		
Marissa Louder	Asst. Coach	0.11	4,500							No	No	No		4,500	
	GRAND TOTAL	25.23	1,046,158	0	0	1,340	0	5,000	7,000				934,888	16,200	108,411

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Depart/Name/Title		FTE	Compensation: Base Salary	Compensation: Camps/ Clinics	Compensation: Media	Compensation: Equip Co & Other	Contract Bonus: Grad Rate	Contract Bonus: Winning Perform.	Contract Bonus: Other	Other: Club Memb.	Other: Car	Other: Multi-Yr Contract	All Compensation: State Approp.	All Compensation: Program Revenue	All Compensation: All Other	Base Salary Annualized Change
Athletic Administration																
Brooke Henze	Director, Athletics	1.00	87,417						1,950	No	No	No	89,153		215	3.60%
George Laughlin	Director, Facilities & Operations	1.00	41,500	500		340			300	No	No	No	41,767		873	0.00%
Tracy Collins	Trainer	1.00	54,838			500				No	No	No	54,838			4.60%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	43,248			300				No	No	No	43,248		300	4.60%
Matt Breach (New)	Assistant Director	1.00	29,132							No	No	No	29,132			New
Kristina Keener	Business Manager	1.00	46,954						300	No	No	No	47,221		33	4.60%
Melissa Weitz (Old)	Director of Marketing & Promotions	1.00	2,962							No	No	No	2,962			0.00%
Alisha Alexander	Assistant Director, Communications & Marketing and Director, Sports Information	1.00	44,951							No	No	No	4,046		40,905	4.10%
Kelsie Seitz (New)	Administrative Assistant 1	1.00	9,240			80				No	No	No	9,240		80	4.10%
Men's Sports																
Basketball																
Austin Johnson	Head Coach	1.00	63,955	3,500				1,500	1,000	No	Yes	No	66,455		3,500	9.54%
Calab Johnson (New)	Asst. Coach	1.00	41,226							No	No	No	23,087		18,139	New
Andrew Stein (New)	Asst. Coach	0.26	11,000	918						No	No	No			11,918	New
Baseball																
Jake Taylor	Head Coach	1.00	74,894	100				2,500		No	Yes	No	77,394		100	4.60%
William Silvestri	Asst. Coach	1.00	42,630	1,000						No	No	No	42,630		1,000	4.10%
Allen Balmer	Asst. Coach	1.00	54,094	5,830						No	No	No	54,094		5,830	4.10%
Raymond Pedrina	Asst. Coach	0.12	4,995							No	No	No			4,995	0.00%
Cross-Country																
Mike Collins	Head Coach	0.25	15,318					1,000	500	No	No	No	16,818			4.10%
Cyrus Hall	Asst. Coach	0.25	10,847							No	No	No	10,847			4.60%
Track																
Mike Collins	Head Coach	0.25	15,319					1,000	250	No	No	No	16,569			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Tennis																
Kai Fong	Head Coach	0.50	31,413						250	No	No	No	31,663			4.60%
Golf																
Braeden Campbell (New)	Head Coach	0.50	20,613					500	250	No	No	No	21,363			New
Marissa Louder	Asst. Coach	0.06	2,500							No	No	No		2,500		-44.00%

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Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	64,055	16,390				1,500	500	No	Yes	No	66,055		16,390	4.60%
Caelyn Orlandi	Asst. Coach	1.00	41,840							No	No	No	41,840			4.60%
Cross-Country																
Mike Collins	Head Coach	0.25	15,318					500	500	No	No	No	16,318			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Track																
Mike Collins	Head Coach	0.25	15,318					500	250	No	No	No	16,068			4.10%
Cyrus Hall	Asst. Coach	0.25	10,846							No	No	No	10,846			4.60%
Jacob Whittaker	Asst. Coach	0.07	3,150							No	No	No		3,150		75.00%
Matthew Kelley	Pole Vault Asst.	0.07	3,150							No	No	No		3,150		75.00%
Sam Atkin	Asst. Coach	0.00	1,400							No	No	No		1,400		0.00%
Volleyball																
Shaun Pohlman	Head Coach	1.00	53,404						500	No	Yes	No	53,904			4.10%
Drew Choules (New)	Asst. Coach	1.00	41,226							No	No	No	41,226			New
Tennis																
Kai Fong	Head Coach	0.50	31,413						250	No	No	No	31,663			4.60%
Golf																
Braeden Campbell (New)	Head Coach	0.50	20,613					500	250	No	No	No	21,363			New
Marissa Louder	Asst. Coach	0.06	2,500							No	No	No		2,500		-44.00%
GRAND TOTAL		22.64	1,074,970	28,238	0	1,220	0	9,500	7,050				1,003,500	12,700	104,278	

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. §1681(a)). Relative to intercollegiate athletics, the Office for Civil Rights considers three broad areas in determining whether or not an institution is meeting its Title IX obligations. The three areas address equity in athletic participation opportunities, athletically-related financial aid and other program benefits, supports and services.

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance" This guidance addressed the three broad areas of Title IX compliance and made clear that relative to area 1 regarding participation opportunities, any of the 3 prongs may be used to demonstrate compliance.[1]

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three prongs listed below. Institutions may demonstrate they are meeting Title IX obligations using any of the three prongs.

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests

[1] See: https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html

and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, athletic-related financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Overall, compliance is determined based on a program-wide consideration, and, not on a sport-by-sport comparison.

Idaho State Board of Education (Board) Policy V.X.4.c. requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative
Attachment 2: BSU Gender Equity Worksheet
Attachment 3: ISU Gender Equity Narrative
Attachment 4: ISU Gender Equity Worksheet
Attachment 5: UI Gender Equity Narrative
Attachment 6: UI Gender Equity Worksheet
Attachment 7: LCSC Gender Equity Narrative
Attachment 8: LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/. This site also provides tools to download EADA

reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance across the areas of Title IX.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

I move to accept the Athletics Gender Equity Reports as presented by Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Boise State University is committed to supporting its student athletes both academically and athletically and to complying with Title IX of the Education Amendments of 1972 (Title IX). Boise State monitors compliance with Title IX internally with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) and through periodic, external reviews from qualified consultants. These reviews typically result in recommendations that are intended to help achieve compliance where gender differences may currently exist and help maintain compliance in areas where gender differences may be developing.

In 2019-2020, the disruption caused by COVID resulted in the unprecedented discontinuation of competitive seasons, budget shortfalls and a change in program offerings at Boise State. In 2020-2021, these challenges persisted with the delay or cancelation of some or all competition seasons and other disruptions to critical operations related to the benefits provided to student athletes. Additionally, the unprecedented addition of NCAA allowable “super seniors” affected overall participants and scholarship recipients across programs.

Boise State University worked with a consultant to review the intercollegiate athletics program by collecting data during October 2021 for the anticipated 2021-2022 school year. While some of the data and opinions collected were speculative, this process included the evaluation of questionnaires that were completed by head coaches, assistant coaches, select student-athletes and executive level staff members, as well as other information needed to assess gender equity in athletics.

The athletic participation and scholarship data provided herein is for the 2020-2021 school year. All other data analyzed is a summary of anticipated benefits provided to student-athletes during the current academic year.

Accommodation of Interests and Abilities (Participation)

**Note that institutions must meet one of the three prongs to achieve compliance with the accommodation of interests and abilities test.*

Prong 1: Proportionality

Factors: Participation Opportunities

Summary: In 2020-2021, participation numbers were atypical because the men’s and women’s indoor track and field competition season was canceled and the indoor volleyball team’s season was delayed, causing it to run concurrently with the 2021 beach volleyball season. Because of these disruptions, duplicated participation numbers for these sports were not included in totals for the year. As a result, women constituted 56.1% of institutional enrollment and 50.9% of the athletic participants, meaning Boise State will not meet the proportionality test in FY21. But for the disruptions to indoor track and volleyball competitions, Boise State could have achieved compliance by providing additional participation opportunities to female student athletes.

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Prong 2: History and Continuing Practice of Program Expansion

Factors: Additional Opportunities

Summary: Boise State does not meet test two (program expansion for the underrepresented sex), as a net of four women's teams have been added since the 1970s.

Prong 3: Underrepresented gender are fully and effectively accommodated by present program

Factors: Sufficient Interest

Summary: Boise State does not meet test three (full accommodation of the underrepresented sex), as sufficient interest, ability and competition appear likely for women's lacrosse, swimming, and water polo, which Boise State does not currently offer.

Action: Based on a mid-year evaluation of FY22, women currently make up 56.8% of institutional enrollment and 52.4% of athletic participants. The same is true for test one, two and three as was in FY21, with the opportunity to make up for additional athletic opportunities with remaining sports seasons in FY22.

The university is in the process of making changes to meet test one (proportionality), as it has done for nine out of the last eleven academic years. The net addition of a minimum of 25 opportunities for women will allow the program to match undergraduate enrollment rates with athletic participation. Athletics will continue to monitor existing participation, and through roster management ensure equitable participation opportunities for female student-athletes. Additionally, the program will continue to evaluate the addition of another women's sport.

Athletic Financial Assistance

Summary: The 2020-2021 school year proved to be an anomaly for scholarship awards with an unprecedented number of students-athlete taking degree completion (financial aid that does not count for the purpose of Title IX compliance) or medical scholarships. An analysis of athletic financial aid in FY21 shows that women were awarded scholarships at a rate 4.5% less than their rate of participation, exceeding the 1% variance for presumed compliance.

Action: Absent extenuating circumstances, Athletics will fully award female athletic scholarships during the academic school year. Emphasis will be placed on providing adequate resources for women's basketball, women's track/cross country and all equivalency sports to be able to recruit and fully award allowable scholarships.

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Other Athletic Benefits and Opportunities

Summary: Boise State is currently engaged in a comprehensive facility assessment. Once complete, the assessment and data from the recent review will be used to update Athletics' plans to address disparities in locker rooms, practice and competition facilities, and in scheduling of games and practice times. Athletics is working with campus partners in an effort to gain additional time and/or space in shared facilities while a long-term plan is developed and executed.

In the areas of coaching and support services, Athletics is adding a full-time coaching position and director of operations for a women's program. Athletics is also considering increasing the number of multi-year agreements with women's sports coaching staff and adding additional support staff. The assignment of office space for coaching and support staff is being reviewed to ensure the needs of all programs are being met. Athletics is restructuring its sports information and performance units with consideration of Title IX needs as a component of the restructuring plans.

All Athletics' programs were required to submit zero-based budgets for the upcoming academic year to allow for a review of team travel, per diem, recruiting activities and equipment budgets. Athletics is also reviewing its apparel and equipment contracts for equitable distribution between programs.

Athletics' training team has operated short staffed much of the year due to local and national retention challenges, which has reduced the availability of qualified training staff. Athletics is working to address these concerns to ensure women's programs are not disproportionately impacted.

Action: Once the facility assessment is complete, Athletics will develop and implement a plan to address compliance challenges in this area. In addition to facility upgrades and/or expansions, the plan will include revenue neutral changes and possibly a reduction in benefits available to men's programs.

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2020 through June 30, 2021

University Enrollment

Gender	Full-Time Undergraduates Number	Percent
Male Students	5,694	44%
Female Students	7,267	56%
Totals	**12,961**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid Amount	Percent	Recruiting Expenses Amount
Men's Teams	$ 4,609,576	55%	$ 109,229
Women's Teams	$ 3,804,639	45%	$ 24,812
Totals for All Teams	$ 8,414,215	**100%**	$ 134,041

Athletic Participation

	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
Sport	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	17	13	0	0	0	0
Beach Volleyball	0	19	0	19	0	6
Cross Country	16	23	16	22	16	22
Football	109	0	0	0	0	0
Golf	10	10	0	0	0	0
Gymnastics	0	18	0	0	0	0
Soccer	0	38	0	0	0	0
Softball	0	25	0	0	0	0
Tennis	9	11	0	0	0	0
Track, Indoor	0	0	0	0	0	0
Track, Outdoor	29	32	29	31	16	22
Volleyball	0	18	0	6	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	**190**	**207**	**45**	**78**	**32**	**50**
Participant Proportion	**47.86%**	**52.14%**				
Unduplicated Count of Participants	**169**	**175**				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 2,826,726	$ 1,879,763	$ 4,706,489	$ 2,853,999	$ 1,879,763	$ 4,733,762	$ (27,273)	$ -	$ (27,273)
Beach Volleyball	$ -	$ 379,853	$ 379,853	$ -	$ 379,853	$ 379,853	$ -	$ -	$ -
Football	$ 11,346,933	$ -	$ 11,346,933	$ 11,319,660	$ -	$ 11,319,660	$ 27,273	$ -	$ 27,273
Golf	$ 332,570	$ 367,302	$ 699,872	$ 332,570	$ 367,302	$ 699,872	$ -	$ -	$ -
Gymnastics	$ -	$ 892,582	$ 892,582	$ -	$ 892,582	$ 892,582	$ -	$ -	$ -
Soccer	$ -	$ 841,219	$ 841,219	$ -	$ 841,219	$ 841,219	$ -	$ -	$ -
Softball	$ -	$ 900,950	$ 900,950	$ -	$ 900,950	$ 900,950	$ -	$ -	$ -
Tennis	$ 405,392	$ 538,990	$ 944,382	$ 405,392	$ 538,990	$ 944,382	$ -	$ -	$ -
Track	$ 888,943	$ 963,027	$ 1,851,970	$ 888,943	$ 963,027	$ 1,851,970	$ -	$ -	$ -
Volleyball	$ -	$ 902,004	$ 902,004	$ -	$ 902,004	$ 902,004	$ -	$ -	$ -
Wrestling	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Totals for All Teams	**$ 15,800,564**	**$ 7,665,690**	**$ 23,466,254**	**$ 15,800,564**	**$ 7,665,690**	**$ 23,466,254**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			$ 11,270,468			$ 11,229,830			$ 40,638
Grand Totals for Athletics			**$ 34,736,722**			**$ 34,696,084**			**$ 40,638**
Totals for All Sports Except Football & Basketball	$ 1,626,905	$ 5,785,927	$ 7,412,832	$ 1,626,905	$ 5,785,927	$ 7,412,832	$ -	$ -	$ -

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 560,683	$ 219,251	$ 779,934	17	13	30	$ 32,981	$ 16,865	$ 49,847
Beach Volleyball	$ -	$ 42,719	$ 42,719	0	19	19	$ -	$ 2,248	$ 2,248
Football	$ 938,198	$ -	$ 938,198	109	0	109	$ 8,607	$ -	$ 8,607
Golf	$ 80,177	$ 32,311	$ 112,488	10	10	20	$ 8,018	$ 3,231	$ 11,249
Gymnastics	$ -	$ 77,827	$ 77,827	0	18	18	$ -	$ 4,324	$ 4,324
Soccer	$ -	$ 59,195	$ 59,195	0	38	38	$ -	$ 1,558	$ 1,558
Softball	$ -	$ 169,836	$ 169,836	0	25	25	$ -	$ 6,793	$ 6,793
Tennis	$ 52,690	$ 35,190	$ 87,880	9	11	20	$ 5,854	$ 3,199	$ 9,054
Track	$ 111,992	$ 121,325	$ 233,317	45	55	100	$ 2,489	$ 2,206	$ 4,695
Volleyball	$ -	$ 65,475	$ 65,475	0	18	18	$ -	$ 3,638	$ 3,638
Wrestling	$ -	$ -	$ -	0	0	0	$ -	$ -	$ -
Totals for All Teams	**$ 1,743,740**	**$ 823,129**	**$ 2,566,869**	**190**	**207**	**397**	**$ 9,178**	**$ 3,976**	**$ 6,466**
Totals for All Sports Except Football & Basketball	$ 244,859	$ 603,878	$ 848,737	64	194	258	$ 16,361	$ 27,197	$ 43,558

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	$ 502,157	$ 107,521	$150,058	$54,647
Number of Coaches Used to Calculate Average	5	9	19	19
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$ 560,443	$113,579	$ 172,168	$66,557
Full-Time Equivalents (FTEs) Used to Calculate Average	4.48	8.52	16.56	15.60

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Wrestling	0		0						**0**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Beach Volleyball					1		1		**1**
Golf					1		1		**1**
Gymnastics					1		1		**1**
Soccer	1		1						**1**
Softball					1		1		**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**4**	**1**	**5**	**0**	**4**	**0**	**4**	**0**	**9**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	10	4	10	4					**14**
Golf		1		1					**1**
Tennis	1	1	1	1					**2**
Track & Field & Cross Country		4	4			3	1	2	**7**
Totals for Men's Teams	**14**	**10**	**18**	**6**	**0**	**3**	**1**	**2**	**27**
Women's Varsity Teams									
Basketball					3		3		**3**
Beach Volleyball		1	1			1		1	**2**
Golf						2		2	**2**
Gymnastics	1		1		1		1		**2**
Soccer	1		1		1		1		**2**
Softball	1		1		1	1	1	1	**3**
Tennis		1		1	1		1		**2**
Track & Field & Cross Country		4	4			3	1	2	**7**
Volleyball		1	1		2		2		**3**
Totals for Women's Teams	**3**	**7**	**9**	**1**	**9**	**7**	**10**	**6**	**26**

Idaho State University Gender Equity Narrative
February 2022

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and to compliance with Title IX of the Education Amendments of 1972.

In order to inform its long and short term efforts, Idaho State University executed an internal review of Title IX compliance relative to gender equity, and commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This review was followed by 9 months of work by a Gender Equity Committee with representation from across campus, to develop a Five Year Gender Equity Plan, which continues to guide our efforts. This narrative will outline steps taken to address recommendations of the external review, to demonstrate progress on the Five Year Gender Equity Plan, and to provide a snapshot of the current status of compliance.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2019-2020 FTE at Idaho State University included 2,373 male students and 3,183 female students, representing 43% and 57% of FTE, respectively. The significantly larger proportion of women to men in Idaho State University's enrollment continues to make achieving compliance with the proportionality prong of Title IX challenging.

Total participation in intercollegiate athletics included 195 opportunities for men, and 198 opportunities for women, representing 50% participation for both males and females. This ratio fails to meet the Proportionality Prong of Title IX by 6%, after taking into consideration the acceptable 1% margin. In the previous year, ISU was within 6.5%.

For 2020-2021, ISU Athletics imposed roster limits in the sports of Men's Basketball (17), Football (100), Men's Indoor Track & Field, Men's Outdoor Track & Field, and Men's Cross Country (79), and Men's Tennis (10). Simultaneously, the department is working to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams as feasible. (In the sport of Football, the roster counted 104 because of the COVID year's spring football season, which meant that 6 incoming students had to be counted due to the extra year of participation.)

While Idaho State University has instituted the roster limits above in an effort to move closer to proportionality, it has not resulted in progress. This is primarily due to the continual increase in female students enrolled at ISU.

It has become apparent that the strategy of decreasing opportunities in football adversely affects the athletic department. Limiting the football roster to 100 has significantly impacted the ability of the team to perform well, compromising an important revenue driver. Further, the opportunities

being eliminated are walk-ons, primarily students from Idaho. We are eliminating access and opportunities for in-state students who represent the focus of our mission. This roster limit has failed to support any improvement in our ability to achieve proportionality, and has hindered the overall success of the program. In an effort to restore a successful environment, and thereby increase revenue which in turn supports operations and progress, Idaho State University has increased the football roster limit to 110. This roster limit is comparable to our peers in the Big Sky Conference.

All other roster limits in men's sports will remain unchanged, and we will continue to allow womens' teams the opportunity to carry larger rosters.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 teams, six teams for men and nine teams for women, and aside from expanding rosters of current women's teams, has not added an additional women's sport in more than 5 years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future.

Two sports which represent opportunities because of interest and proximity to competition, are beach volleyball (12 opportunities) and women's wrestling (25 opportunities).

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Athletic Director has been approached by one member of the public who requested Idaho State University consider the addition of Judo as an intercollegiate sport due to interest and ability in the region, and by three members of the public who advocate for the addition of wrestling.

A survey was conducted by the FAR and the Athletics Advisory Board (AAB) to gather data regarding the level of interest and ability with regard to potential women's sport additions. The most recent survey targeted all current full-time students at Idaho State University, and identified (1) swimming, (2) rugby and (3) beach volleyball as having the most significant interest. No steps were taken to begin long term planning for the addition of a women's sport due to the need for more statistically valid data, and due to the significant budget impacts of COVID-19.

Financial Aid

Each ISU female sport is funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2020-21, $2,552,444 or

53% of financial aid was distributed to male student-athletes and $2,256,268 or 47% of financial aid was distributed to female student athletes. As demonstrated on the chart below, this difference is attributed to the fact that ISU is meeting NCAA Maximums for all women's sports, which limits the total number of scholarships which can be provided to women at 85. While ISU limits Men's Tennis and Men's Track & Field / Cross to less than the NCAA maximum, men's scholarships still total 90.

NCAA Scholarship Limits for Big Sky Conference Core Sports					
MEN			WOMEN		
SPORT	NCAA LIMIT	ISU FUNDING	SPORT	NCAA LIMIT	ISU FUNDING
Football	63	63	Softball	12	12
TF/Cross	12.6	10	TF/Cross	18	18
Basketball	13	13	Basketball	15	15
Tennis	4.5	4	Tennis	8	8
			Volleyball	12	12
			Golf	6	6
			Soccer	14	14
TOTAL	**93.1**	**90**	**TOTAL**	**85**	**85**

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program has been discontinued, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to all student athletes is the top priority of the Department of Athletics. While the long term goal is to achieve Proportionality, the short term goal is to provide an equal and quality experience for Bengal student-athletes across genders. We feel strongly that we must invest properly in existing opportunities before creating additional opportunities which could diminish the overall quality of programs. Ensuring equitable, high quality experiences for all student athletes, and addressing specifically identified

deficiencies in women's programs, has been the focus of program reallocations and investments.

A newly implemented zero-based and collaborative budgeting process has guided the department in the reallocation of resources to address areas of inequity. The largest inequity in 2018-19 was in the allocation of team recruiting budgets, which spent $166,316 recruiting for men's sports, and $74,043 recruiting for women's sports. Following an internal review of appropriate recruiting practices, real program needs based on roster availability, and estimates by program of the cost to meet those needs, a budget reallocation was achieved resulting in $77,582 spent recruiting in men's sports and $64,231 recruiting in female sports. This adjustment to the budgeting process reduced the overall recruiting expense in athletics from $240,359 to $141,813, a net savings of approximately $100,000. This savings was reallocated to help sustain the budget enhancements which had been funded for one year by the one time increase in funding of $125,000 approved by the Idaho State Board of Education in 2019 to begin to address gender equity concerns. While the last fiscal year budget was structured similarly, neither men's nor women's sports exhausted recruiting budgets due to the Covid impact on the recruiting calendar. As a result, recruiting expense numbers this year are not meaningful.

Additional improvements in the treatment and experience of student athletes have been funded through budget reallocations and fundraising, as illustrated below:

INITIATIVE	REQUIRED FUNDING	FUNDING VEHICLE
Secured additional dealer courtesy cars and achieved the goal of having a courtesy car available for every head coach of a women's team		Gifts in Kind
An Assistant Strength and Conditioning Coach was hired in July of 2020, significantly improving the access to skilled coaching and instruction for women's teams.	$100,000 annually	Fundraising
Construction was completed on a women's golf practice facility, including golf simulators and other training aids. The women's golf team has never had access to an indoor training facility.	$25,000	Fundraising
Construction was completed on a state of the art film room in Reed Gymnasium to serve the sports of Volleyball and Basketball. Previously space was difficult to secure and most teams were not able to convene to host film sessions as available space was only sufficient to accommodate football.	$50,000	Fundraising
For the first time, the Men's Tennis Team was provided with a locker room in the basement of Reed Gymnasium, with custom built lockers.	$10,000	Fundraising
The Women's Tennis Head Coach was extended a 12 month	$10,000 annually	Budget

contract. Women's Tennis had previously only garnered a 9 month contract.		Reallocation
Women's TFX budget was increased from $619K to $720K to allow for equitable travel, meals, and equipment.	$100,000 annually	Budget Reallocation
Women's Volleyball added a graduate assistant, increasing the availability of skilled instruction to 18 female student athletes. In the fall the position will be elevated to a full time coaching position.	$23,000 annually	Fundraising, NRTW
Completed the renovation of a vacant space adjacent to Holt Arena into a state of the art Athletic Training Room to provide sports medicine support to all student athletes. Secured state of the art athletic training and recovery equipment which has been provided to every athletic team equitably, providing equal and robust access to recovery tools across sports and genders.	$75,000	Fundraising
Secured an appropriate stock of TFX shoes to be able to distribute student athletes ample numbers of shoes for competition and practice, which requires multiple pairs annually. Previously budgets allowed for one pair of shoes annually, if "deemed necessary."	$15,000	Fundraising, Reallocation of Adidas Promotional Funds, Budget Reallocation
Added an additional assistant coach to Women's Softball to bring the number of coaches to the NCAA Maximum	$40,000	Budget Reallocation
Adjusted Supplemental Compensation in TFX, VB, Soccer, and Tennis to be more equitable with FB and BB.	$20,000 annually	Budget Reallocation
Purchased new net systems, padding and instant replay for women's volleyball. Previous equipment was more than 25 years old.	$15,000	Fundraising
Completed construction on women's golf lockers in Reed Gymnasium, located near their new practice venue. Lockers are being built to accommodate and securely store high value golf bags and clubs. Currently, golf student athletes have no storage available and store their clubs in their cars. This will fully address this need.	$10,000	Fundraising
Implemented the use of a universal player pack with standard items including travel suit, backpack, long sleeve t-shirt, tights, issued across all sports to ensure equity in basic gear.	$0	Reallocation of Equipment Budget
Completing construction on infrastructure to establish the ability to live stream ISU Women's Softball at Miller Ranch Stadium. Intended completion is imminent, in time for 2022 home games.	$30,000	Fundraising, Gift in Kind
Added an additional assistant coach to the Track & Field / Cross Program.	$45,000 annually	Reallocation of Funds and Fundraising

Funded a nutrition budget to dramatically increase the product available to all student athletes for the purpose of recovery. Power Core products are now available across sports, when previously had been available only to football	$25,000 annually	Renegotiation of a vendor contract to include $25K in product, new endowed funds
Allocated resources to travel budgets of TFX and Tennis to provide for busing, rather than the use of vans.	$75,000	Trade Sponsorship
Embarking on construction of a fueling station adjacent to the strength center to provide nutrition and nutrition counseling in a location with good proximity to all student athletes.	$50,000	Fundraising

All of the improvements noted herein were elements of the 5 Year Gender Equity Plan. The Department of Athletics will continue to monitor progress and take steps to continually improve the level of Title IX Gender Equity Compliance on an annual basis.

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2020 through June 30, 2021

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,373	42.7%
Female Students	3,183	57.3%
Totals	**5,556**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 2,552,444	53%	$ 6,865
Women's Teams	2,256,268	47%	5,500
Totals for All Teams	**$ 4,808,712**	**100%**	**$ 12,365**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	16	15	31				
Football	104		104	1			
Golf		10	10				
Soccer		26	26		1		
Softball		22	22				
Tennis	10	9	19				
Track & Field (Indoor)	27	41	68	27	41	10	15
Track & Field (Outdoor)	28	44	72	28	44	10	15
Cross Country	10	15	25	10	15	10	15
Volleyball		16	16				
Total Participants	**195**	**198**	**393**	**66**	**101**	**30**	**45**
Percentage of Total	**50%**	**50%**	**100%**				
Unduplicated Count	**157**	**142**					

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,068,990	$1,138,163	$ 2,207,153	$1,068,990	$1,138,163	$ 2,207,153	$ -	$ -	$ -
Football	$3,388,527		$ 3,388,527	$3,388,527		$ 3,388,527	0		$ -
Golf		$185,513	$ 185,513		$185,513	$ 185,513		0	$ -
Soccer		$605,410	$ 605,410		$605,410	$ 605,410		0	$ -
Softball		$527,088	$ 527,088		$527,088	$ 527,088		0	$ -
Tennis	$249,039	$355,181	$ 604,220	$249,039	$355,181	$ 604,220	0	0	$ -
Track & Field & Cross Country	$452,998	$651,072	$ 1,104,070	$452,998	$651,072	$ 1,104,070	0	0	$ -
Volleyball		$691,127	$ 691,127		$691,127	$ 691,127		0	$ -
Totals for All Teams	**$5,159,554**	**$ 4,153,554**	$ 9,313,108	**$5,159,554**	**$4,153,554**	$ 9,313,108	**$ -**	**$ -**	$ -
Not Allocated by Gender/Sport			2,887,952			2,887,952			$ -
Grand Totals for Athletics			**$ 12,201,060**			**$ 12,201,060**			$ -
Totals for All Sports Except Football & Basketball			$ 6,605,380			$ 6,605,380			$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 259,356	$ 230,743	$ 490,099	16	15	31	$ 16,210	$ 15,383	$ 15,809.64
Football	$ 518,191		$ 518,191	104		104	$ 4,982.61		$ 4,982.61
Golf		$ 43,522	$ 43,522		10	10		4,352	$ 4,352.16
Soccer		$ 65,309	$ 65,309		26	26		2,512	$ 2,511.90
Softball		$ 114,591	$ 114,591		22	22		5,209	$ 5,208.66
Tennis	$ 53,284	$ 30,595	$ 83,878	10	9	19	5,328	3,399	$ 4,414.66
Track & Field & Cross Country	$ 93,210	$ 84,392	$ 177,602	65	100	165		844	$ 1,076.37
Volleyball		$ 128,505	$ 128,505		16	16		8,032	$ 8,031.54
Totals for All Teams	**$ 924,041**	**$ 697,655**	**$ 1,621,696**	**195**	**198**	**393**	**$4,739**	**$3,524**	**$4,126**
Totals for All Sports Except Football & Basketball			$ 613,406			258			$ 2,378

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$ 73,893	$ 57,129	$ 38,245	$ 29,872
Number of Head Coaches Used to Calculate Average	5	8	15	10
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 92,366	$ 71,973	$ 44,994	$ 40,258
Full-Time Equivalents (FTEs) Used to Calculate Average	4.00	6.35	12.75	7.42

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country	1		1		1	0	1		**2**
Totals for Men's Teams	**4**	**0**	**4**	**0**	**1**	**0**	**1**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf		1		1					**1**
Soccer					1		1		**1**
Softball					1		1		**1**
Tennis					1		1		**1**
Track & Field & Cross Country	1		1		1		1		**2**
Volleyball					1		1		**1**
Totals for Women's Teams	**2**	**1**	**2**	**1**	**5**	**0**	**5**	**0**	**8**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					**4**
Football	8	1	8	1					**9**
Tennis									**0**
Track & Field & Cross Country		2	1	1		0		0	**2**
Totals for Men's Teams	**11**	**4**	**12**	**3**	**0**	**0**	**0**	**0**	**15**
Women's Varsity Teams									
Basketball	2		2		1		1		**3**
Golf						1	1		**1**
Soccer					1		1		**1**
Softball					1		1		**1**
Tennis									**0**
Track & Field & Cross Country		2	1	1					**2**
Volleyball	1		1			1		1	**2**
Totals for Women's Teams	**3**	**2**	**4**	**1**	**3**	**2**	**4**	**1**	**10**

University of Idaho Gender Equity Narrative 3/3/2022

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of athletic programs and in addressing the three program components. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities and discussed in Section 1, Participation Opportunities. Section II will outline Financial Aid. The last section, Athletic Benefits and Opportunities, will include (but is not limited to) the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

As discussed in past narratives and following an external consultant review, several gender equity recommendations were suggested for the University of Idaho Athletic Department. Due to the continuing impact of the COVID-19 pandemic, these areas and all the program component areas- participation, financial aid, athletic benefits, and opportunities are still being reviewed. A systemized approach of utilizing a three-year snapshot was implemented in Spring of 2020 and will continue to be used going forward.

I. Participation Opportunities.

2018-19	undergraduate enrollment percentages:	Male-51.9%	Female-48.1%
	Athletic participation:	Male-53.9%	Female-46.1%
2019-2020	undergraduate enrollment percentages:	Male-51.1%	Female-48.9%
	Athletic participation:	Male-53.9%	Female-46.1%
2020-2021	undergraduate enrollment percentages:	Male-48.0%	Female-52.0%
	Athletic participation:	Male-53.0%	Female-47.0%
2021-22	undergraduate enrollment percentages:	Male-48%	Female-52%
	(Projected)Athletic participation:	Male-52.7%	Female-47.3%

To begin addressing the proportionality gap, roster management has slowly been implemented beginning in Fall of 2021. While the implementation process was started, student-athletes being granted additional seasons of eligibility by the NCAA due to COVID-19 has still skewed numbers slightly, but we are hopeful that the gap is slowly starting to close. A committee was formed in Fall of 2021 to evaluate roster numbers, scholarship dollars and average NCAA squad sizes. The process is ongoing to assign our men's teams a maximum roster target number as well as assign the women's programs a minimum number to meet or exceed. In roster management implementation planning meetings with the current coaching staffs, these target numbers were deemed attainable. A number of these meetings were held

in preparation for the 2021-2022 academic year. Of course, campus enrollment numbers and percentages fluctuate and thus it is challenging to hit upon the exact percentage number year in and year out. Athletics will adjust the numbers as best as possible, however, it is not feasible to hit a "moving" target of enrollment without denying promised participation opportunities to student-athletes.

II. Financial Aid

All coaches and sport programs at the University of Idaho are given the opportunity to offer the NCAA maximum scholarship limits of their sport. The actual scholarship dollars vary due to in-state and out-of-state tuition rates. There are no limits placed upon the sport regarding the location of where the student comes from and what they can offer. This allows our coaches to recruit across the country and internationally, which is critical to bringing diversity into our programs and to campus. With this philosophy in place and the campus gender percentage fluctuation in enrollment, it is difficult, if not almost impossible, to be compliant with financial aid awards exactly matching campus enrollment participation percentages. Another challenge is that not all coaches award the full number of allotted scholarships, even though they are allowed the opportunity to do so. This occurs for various reasons, most frequently due to balancing out the number of incoming recruiting classes. However, coaches are strongly encouraged to use all available scholarship allotments, particularly for our female sport programs.

A summer school aid policy has been implemented to ensure equitable gender access to designated female and male sports and to correct eligibility issues. Certain sports, such as Football, Men's and Women's Basketball, and to some extent Volleyball and Women's Soccer, can utilize the summer period to train their teams with coaching staff or strength coaches present. The other sports that are offered at Idaho have restrictions in place that do not allow this practice opportunity with staff members present (unless there is a safety exemption). This opportunity skews the amount of summer aid offered as football has the largest NCAA scholarship limit of 63, and no other female sport has such a high number. Our two largest roster count women's sports do not have summer access opportunities, which in theory could help offset the cost of funding football scholarship awards if the access to workouts were granted.

As noted in the EADA report, the Student Aid dollars awarded were:
2019-2020 57% males and 43% females
2020-2021 56% males and 44% females

III. Athletic Benefits and Opportunities

While COVID-19 was still impacting planning in Fall 2021, processes have been implemented, budget development and controls established, and reviews of spending, contracts, and benchmarking with conference members are continually being analyzed. Reviewing these processes and evaluating their implementation will continue to ensure that equitable policies and procedures are in place.

The Athletic Department continues to hold a weekly scheduling meeting to ensure all sports have equal access to facilities for practice and competition. Sports medicine, academic services, and the fueling station is open to all athletes equally as well as our recovery services.

IV. Conclusion

As stated earlier, a three-year rolling report has begun to monitor all areas of Title IX and track not only overall progress, but also specific nuances. This report will also track trends and keep record of substantial differences between genders. A Gender Equity committee will be reactivated to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2020 through June 30, 2021

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,087	48.9%
Female Students	3,220	51.1%
Totals	**6,307**	**100.0%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,490,574	56%	$12,496
Women's Teams	2,736,276	44%	10,453
Totals for All Teams	**$6,226,850**	**100%**	**$22,949**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	14	29	1			
Football	111		111	2		1	
Golf	10	9	19				
Soccer		32	32				
Swimming & Diving		34	34				
Tennis	9	7	16				
Track & Field (Indoor)	28	33	61	27	31	12	12
Track & Field (Outdoor)	26	31	57	28	32	12	12
Cross Country	12	12	24	12	13	11	12
Volleyball		14	14				
Total Participants	**211**	**186**	**397**	**70**	**76**	**36**	**36**
Percentage of Total	**53.1%**	**46.9%**	**100%**				
Unduplicated Count	**173**	**143**	**316**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,159,514	$ 1,163,861	$ 2,323,375	$ 1,159,514	$ 1,163,861	$ 2,323,375	$ -	$ -	$ -
Football	$ 4,430,258		$ 4,430,258	$ 4,430,258		4,430,258	-		-
Golf	$ 365,478	$ 274,656	$ 640,134	$ 365,478	$ 274,656	640,134	-	-	-
Soccer		$ 684,803	$ 684,803		$ 684,803	684,803		-	-
Swimming & Diving		$ 661,919	$ 661,919		$ 661,919	661,919		-	-
Tennis	$ 271,796	$ 340,661	$ 612,457	$ 271,796	$ 340,661	612,457	-	-	-
Track & Field & Cross Country	$ 631,409	$ 751,688	$ 1,383,097	$ 631,409	$ 751,688	1,383,097	-	-	-
Volleyball		$ 761,845	$ 761,845		$ 761,845	761,845		-	-
Totals for All Teams	**$ 6,858,455**	**$ 4,639,433**	**$ 11,497,888**	**$ 6,858,455**	**$ 4,639,433**	**$ 11,497,888**	**$ -**	**$ -**	**$ -**
Not Allocated by Gender/Sport			3,091,932			3,091,932			0
Grand Totals for Athletics			**$ 14,589,820**			**$ 14,589,820**			**$ 0**
Totals for All Sports Except Football & Basketball	$ 1,268,683	$ 3,475,572	$ 4,744,255	$ 1,268,683	$ 3,475,572	$ 4,744,255	$ -	$ -	$ -

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 219,475	$ 256,602	$ 476,077	15	14	29	$ 14,632	$ 18,329	$ 16,416
Football	$ 377,870		$ 377,870	111		111	$ 3,404		$ 3,404
Golf	$ 44,393	$ 15,038	$ 59,431	10	9	19	$ 4,439	$ 1,671	$ 3,128
Soccer		$ 77,402	$ 77,402		32	32		$ 2,419	$ 2,419
Swimming & Diving		$ 85,901	$ 85,901		34	34		$ 2,527	$ 2,527
Tennis	$ 49,622	$ 26,175	$ 75,797	9	7	16	$ 5,514	$ 3,739	$ 4,737
Track & Field & Cross Country	$ 53,277	$ 55,499	$ 108,776	66	76	142	$ 807	$ 730	$ 766
Volleyball		$ 103,414	$ 103,414		14	14		$ 7,387	$ 7,387
Totals for All Teams	**$ 744,637**	**$ 620,031**	**$ 1,364,668**	**211**	**186**	**397**	**$ 3,529**	**$ 3,334**	**$ 3,437**
Totals for All Sports Except Football & Basketball	$147,292	$363,429	$510,721	85	172	257	$1,733	$2,113	$1,987

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$103,141**	**$72,682**	**$65,898**	**$33,440**
Number of Head Coaches Used to Calculate Average	**5**	**7**	**15**	**10**
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	**$114,601**	**$78,273**	**$73,220**	**$38,217**
Full-Time Equivalents (FTEs) Used to Calculate Average	**4.50**	**6.50**	**13.50**	**8.75**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						**1**
Football	1		1						**1**
Golf	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf					1		1		**1**
Soccer	1		1						**1**
Swimming & Diving	1		1						**1**
Tennis	1		1						**1**
Track & Field & Cross Country		1	1						**1**
Volleyball					1		1		**1**
Totals for Women's Teams	**4**	**1**	**5**	**0**	**2**	**0**	**2**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	10	1	10	1					**11**
Golf		1		1					**1**
Tennis									**0**
Track & Field & Cross Country		3	2	1		2	1	1	**5**
Totals for Men's Teams	**13**	**5**	**15**	**3**	**0**	**2**	**1**	**1**	**20**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Golf									**0**
Soccer	1		1			1		1	**2**
Swimming & Diving	1		1			1		1	**2**
Tennis									**0**
Track & Field & Cross Country		3	2	1		2	1	1	**5**
Volleyball	1		1		1		1		**2**
Totals for Women's Teams	**4**	**3**	**6**	**1**	**3**	**4**	**4**	**3**	**14**

Gender Equity – Narrative
Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment
Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3-prong test, substantial proportionality, in FY21, athletic participation was 58% male to 42% female. LCSC's fulltime undergraduate enrollment in FY21 was 37% male and 63% female. This results in a 21% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involves maximizing women's sport roster capacities with expansion which started in the fall of 2019. Part 2, which is being updated, involves the addition of a women's intercollegiate sport (e.g., dance/spirit).

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars needed to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is continuing. In response to these efforts LC State's women's sport roster increased from a total of 95 19/20 to 123 in 20/21 and is currently at 133 for 21/22. This is especially noteworthy given the general negative impact on higher education enrollments associated with the pandemic. Finally, it is relevant that LC State's 20/21 coaching contracts were uniformly modified with language making roster growth and management a condition of supplemental compensation considerations.

For FY2021, despite austere budget realities, funding streams to support continued Plan progress were implemented. Specifically, (1) Warrior Athletic Association fundraising, in essence, taxed themselves 5% on dollars raised. These dollars are to be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (2) proceeds from the Hospitality area (sales and sponsorship) during the NAIA World Series, will go towards the Title IX plan (to be implemented spring 2022); and (3) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference will be directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion
Part 1 of the plan is the cornerstone of ongoing demonstration of a continuing practice of program expansion. The timeline for this part of the plan has been extended and will be ongoing. Part 2 of the LCSC Title IX Compliance Plan involves the addition of a women's sport. Due to facility limitations the Plan is being updated. Considerations for adding women's soccer are being put on hold; and near-term focus shifting to adding

competitive women's dance (Spirit Squad). The NAIA recognizes competitive dance as a collegiate sport. While the CCC does not yet sponsor competitive dance as a sport (beyond SOU – which is in the CCC, the nearest NAIA competitions will be California, Arizona and the Dakotas), LC State has demonstrated interest in spirt-squad/dance performance, existing facilities that can accommodate practice and performances, and coaching interest expressed through a volunteer coach currently employed as a faculty member teaching movement and sport science courses.

C. Fully accommodate the interest and abilities of the underrepresented gender
Relative to Title IX compliance, given LC State's athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Ultimately, Part 1 of the Plan implementation is projected to result in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (3- to 5-year implementation timeline). Part 2 includes the addition of a women's sport (e.g., Dance/Spirit). The initial roster size is estimated at 10 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 52% - 48% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?). Note: in an effort to further guide assessment of this aspect of Title IX compliance, as of Fall 2020, LC State added sport participation specific questions to its annual student survey. These questions and the sport participation interest and abilities information the survey reflects will be used to help LC State meet its Title IX obligations.

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY21) were 54.8% to males and 45.2% to females in comparison to the unduplicated participation rate of 59% males to 41% females. This results in a 4.1% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2020 through June 30, 2021

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	742	37%
Female Students	1,262	63%
Totals	**2,004**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$945,515	54.76%	$2,007
Women's Teams	781,076	45.24%	1,478
Totals for All Teams	**$1,726,591**	**100%**	**$3,485**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	43		43				
Basketball	17	13	30				
Golf	10	13	23				
Tennis	12	12	24				
Track & Field (Indoor)	35	28	63	32	27	16	12
Track & Field (Outdoor)	32	27	59	32	27	16	12
Cross Country	19	15	34	16	12	16	12
Volleyball		15	15				
Total Participants	**168**	**123**	**291**	**80**	**66**	**48**	**36**
Percentage of Total	**58%**	**42%**	**100%**				
Unduplicated Count	**120**	**84**	**204**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$806,380		$806,380	$806,380		$806,380	$0		$0
Basketball	420,786	374,027	794,813	420,786	374,027	794,813	0	0	0
Golf	120,060	163,749	283,809	120,060	163,749	283,809	0	0	0
Tennis	140,435	117,754	258,189	140,435	117,754	258,189	0	0	0
Track & Field (Indoor)	39,459	61,203	100,662	39,459	61,203	100,662	0	0	0
Track & Field (Outdoor)	59,189	91,805	150,994	59,189	91,805	150,994	0	0	0
Cross Country	99,307	129,213	228,520	99,307	129,213	228,520	0	0	0
Volleyball		375,202	375,202		375,202	375,202		0	0
Totals for All Teams	**$1,685,616**	**$1,312,953**	**$2,998,569**	**$1,685,616**	**$1,312,953**	**$2,998,569**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			581,852			456,230			125,622
Grand Totals for Athletics	**$1,685,616**	**$1,312,953**	**$3,580,421**	**$1,685,616**	**$1,312,953**	**$3,454,799**	**$0**	**$0**	**$125,622**
Totals for All Sports Except Baseball & Basketball	$458,450	$938,926	$1,397,376	$458,450	$938,926	$1,397,376	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$110,105		$110,105	43		43	$2,561		$2,561
Basketball	62,618	52,314	114,932	17	13	30	3,683	$4,024	3,831
Golf	17,204	26,614	43,818	10	13	23	1,720	2,047	1,905
Tennis	8,015	9,543	17,558	12	12	24	668	795	732
Track & Field (Indoor)	5,997	6,027	12,024	35	28	63	171	215	191
Track & Field (Outdoor)	8,995	9,040	18,035	32	27	59	281	335	306
Cross Country	7,159	6,627	13,786	19	15	34	377	442	405
Volleyball		26,387	26,387		15	15		1,759	1,759
Totals for All Teams	**$220,093**	**$136,552**	**$356,645**	**168**	**123**	**291**	**$1,310**	**$1,110**	**$1,226**
Totals for All Sports Except Baseball & Basketball	$47,370	$84,238	$131,608	108	110	218	$439	$766	$604

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	**$26,933**	**$24,521**	**$10,670**	**$7,667**
Number of Head Coaches Used to Calculate Average	**7**	**7**	**14**	**12**
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	**$60,042**	**$54,665**	**$43,806**	**$38,820**
Full-Time Equivalents (FTEs) Used to Calculate Average	**3.14**	**3.14**	**3.41**	**2.37**

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						**1**
Basketball	1		1						**1**
Golf						1	1		**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**4**	**6**	**0**	**0**	**1**	**1**	**0**	**7**
Women's Varsity Teams									
Basketball	1		1						**1**
Golf						1	1		**1**
Tennis		1	1						**1**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**2**	**4**	**6**	**0**	**0**	**1**	**1**	**0**	**7**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2	1	2	1					**3**
Basketball		1	1						**1**
Golf						1		1	**1**
Tennis									**0**
Track & Field (Indoor)		4	1	3					**4**
Track & Field (Outdoor)		4	1	3					**4**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**11**	**6**	**7**	**0**	**1**	**0**	**1**	**14**
Women's Varsity Teams									
Basketball						1	1		**1**
Golf						1		1	**1**
Tennis									**0**
Track & Field (Indoor)		4	1	3					**4**
Track & Field (Outdoor)		4	1	3					**4**
Cross Country		1	1						**1**
Volleyball	1		1						**1**
Totals for Women's Teams	**1**	**9**	**4**	**6**	**0**	**2**	**1**	**1**	**12**

SUBJECT

FY 2024 Budget Development Process

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

BACKGROUND/ DISCUSSION

Idaho State Board of Education (Board)-approved budget requests for FY 2024 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 1, 2022. To meet the annual September submission deadline, the Board has established a process for developing institutional budget line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved at the August meeting.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include enrollment workload adjustment (EWA), replacement capital (i.e., equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests consider equipment depreciation schedules, and institutions may request one-time replacement capital in General Fund. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process following Board approval.

<u>FY2024 Line Item request guidelines</u>. The following guidelines are proposed for the four-year college/university line item requests for FY2024. These guidelines are recommended for the community colleges with deference to the community colleges' boards of trustees.

IMPACT

FY 2024 budget requests should address funding needed to maintain current operations, which may include a Change in Employee Compensation fund shift and particular attention to the inflationary pressures institutions are facing. Line item requests should be focused on collaborative, systemwide efforts and may also include occupancy costs. Institution-specific line items may be prepared in the event they are needed at some point in the process, but they will not be part of the formal budget submission.

When the Board guidelines for budget submissions are formalized, all requests should be clearly defined and follow the instructions and formats provided in the Budget Development Manual and Luma Budget. If any proposed line item contains multiple elements, those elements should be prioritized to make them "scalable" in the event only partial funding is made available for a line item. Pursuant to the Board's annual planning calendar, draft budget requests from institutions/agencies are submitted along with the other agenda item materials for the June 2022 Board meeting. Final review and approval of line items is expected to take place at the August 2022 Board meeting.

ATTACHMENTS

Attachment 1 – line item request form

STAFF COMMENTS AND RECOMMENDATIONS

This guidance builds upon the successful FY 2023 budget, with requests that address structural issues within each institution in the maintenance portion of the budget, and line items that fortify collaborative, systemwide, strategic efforts. Such requests were viewed favorably by the Governor and the Legislature in the FY 2023 budget process, and it is anticipated that similar items would be viewed more favorably than a variety of programs and positions at each institution. DFM has put a budget cap in place each of the past few years, so this guidance will build flexibility into responding to a potential forthcoming cap. Board staff will continue to work with staff at the institutions, DFM, and LSO to address concerns about occupancy costs and maintenance of operations funding.

BOARD ACTION

I move to direct the college and universities to request Fiscal Year 2024 budget items that maintain current operations, including inflationary adjustments and a Change in Employee Compensation fund shift, as well as systemwide line items. Occupancy costs may also be requested.

Moved by_____ Seconded by_____ Carried Yes____ No____

AGENCY: Office of the State Board of Education	Agency No.: 501	FY 2024 Request
FUNCTION: OSBE Administration	Function No.: 02	Page ___ of __ Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **EXAMPLE** Priority Ranking 1 of 1

DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	50,000				50,000
2. Benefits	25,000				25,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	75,000				75,000
OPERATING EXPENDITURES **by summary object:**					
1. Travel	5,000				5,000
TOTAL OPERATING EXPENDITURES:	5,000				5,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	83,000				83,000

Description:

[Insert narrative here.]

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

4. What resources are necessary to implement this request?

    a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
    b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.
    c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.
    d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BOISE STATE UNIVERSITY

SUBJECT

Authorization for issuance of Series 2022A General Revenue Refunding Bonds (Taxable) (the "Series 2022A Bonds")

REFERENCE

April 2015	Board approved the Series 2015A Bonds
April 2016	Board approved the Series 2016A Bonds
December 2016	Board approved the Series 2017A Bonds

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F. Sections 33-3804-3806, Idaho Code

BACKGROUND/DISCUSSION

Boise State University requests the Board's approval to issue taxable general revenue refunding bonds pursuant to a Supplemental Resolution in an aggregate principal amount not to exceed $150 million.

The University periodically reviews outstanding bond issues in light of current market conditions to determine whether such bonds warrant refinancing to take advantage of lower interest rates. The University will not be extending the maturity dates of existing bonds, but it will be achieving savings through lower interest rates. In the event market conditions at the time of the bond sale do not result in savings for certain of the refunded bonds, those bonds will not be refunded. Consideration will also be given to benefits and administrative savings from refunding tax-exempt bonds through the issuance of taxable debt.

The bonds proposed to be refunded include, depending on market conditions:
General Revenue Refunding Bonds, Series 2015A, serial bonds maturing April 1, 2026 through 2034, and term bond maturing April 1, 2037.

General Revenue Refunding Bonds, Series 2016A, serial bonds maturing April 1, 2027 through 2033, and term bonds maturing April 1, 2036 and April 1, 2039.

General Revenue Project and Refunding Bonds, Series 2017A, serial bonds maturing April 1, 2028 through 2037, and term bonds maturing April 1, 2042 and April 1, 2047.

1. Principal Amount: The aggregate principal amount of Series 2022A Bonds will not exceed $150 million.
2. Maturities and Amortization Plan: Maturities and debt amortization of the bonds will be determined on the day of pricing.
3. Interest Rates: Interest rates for the bonds will be determined on the day of pricing.
4. Source of Security: The bonds are secured by a general revenue pledge of the University, excluding general account appropriated funds, or restricted grants, contract revenues, gifts, and scholarships.
5. Ratings: The University's current ratings are Aa3/A+ by Moody's Investors Service and Standard & Poor's, respectively (see reports as Attachments 3 and 4).

Boise State's financial profile at June 30, 2021 is consistent with the profile as of the ratings reports. As such, it is management staff's expectation that the ratings will remain the same after the 2022 bond issuance.

IMPACT

Lower interest rates on the Series 2022A Bonds allocated to the refunding of the Series 2015A Bonds, Series 2016A, and Series 2017A Bonds will result in debt service savings, both overall and on a present value basis. The exact amount of any savings will be determined on the day of pricing.

Boise State's debt burden ratio was 4.96 percent as of June 30, 2021 and will not be materially impacted by the Series 2022A Bonds.

ATTACHMENTS

Attachment 1 - Draft Preliminary Official Statement
Attachment 2 - Supplemental Bond Resolution
Attachment 3 - Moody's Rating Report
Attachment 4 - Standard & Poor's Rating Report
Attachment 5 - Debt Service Projection

STAFF COMMENTS AND RECOMMENDATIONS

The Board has established a limit of overall debt using a debt burden ratio of not to exceed 8%. As of end of FY2021, BSU's debt ratio was just under 5%. Projected debt ratio after refunding would drop slightly as represented in Attachment 5. Freeing up cash from servicing debt will allow the institution to invest in operational or strategic needs as part of its expense base. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to issue one series of taxable general revenue refunding bonds and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.

AND

I move to approve the request by Boise State University for a Supplemental Resolution for the Series 2022A Bonds, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2022A (Taxable), of Boise State University; delegating authority to approve the terms and provisions of the 2022A Bonds in the principal amount of up to $150,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the 2022A Bonds, and providing for other matters relating to the authorization, issuance, sale, and payment of the 2022A Bonds.

Roll call vote is required

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2022

New Issue—Book Entry Only

MOODY'S RATING: Aa3
S&P RATING: A+
See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, interest on the Series 2022A Bonds is included in gross income pursuant to the Tax Code and is included in gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS."

BOISE STATE UNIVERSITY

$150,000,000*
BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS,
SERIES 2022A (TAXABLE)

Dated: Date of Delivery **Due: April 1, as shown on the inside cover**

The above captioned Boise State University General Revenue Refunding Bonds, Series 2022A (Taxable) in the aggregate principal amount of $150,000,000* (the "*2022A Bonds*") will be issued by Boise State University (the "*University*") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution adopted on April 20, 2022.

The proceeds of the 2022A Bonds will be used to (i) advance refund, on a taxable basis, certain of the University's Bonds, and (ii) pay costs of issuing the 2022A Bonds. The 2022A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("*DTC*"), which will act as securities depository for the 2022A Bonds. Interest on the 2022A Bonds is payable on each October 1 and April 1, commencing October 1, 2022. The 2022A Bonds are subject to optional [and mandatory sinking fund] redemption as described herein. The 2022A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE 2022A BONDS" herein.

THE 2022A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2022A BONDS SHALL NOT CONSTITUTE A DEBT–LEGAL, MORAL OR OTHERWISE–OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE 2022A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2022A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

See Inside Cover for Maturity Schedule

The 2022A Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2022A Bonds will be available for delivery through the facilities of DTC on or about _____, 2022*.

BARCLAYS

*Preliminary, subject to change.

This Preliminary Official Statement and the information contained herein are subject to completion, amendment or other change without any notice. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful prior to registration or qualification under the securities laws of any such jurisdiction.

BOISE STATE UNIVERSITY

$150,000,000*

GENERAL REVENUE REFUNDING BONDS,

SERIES 2022A (TAXABLE)

DUE	PRINCIPAL AMOUNT	INTEREST RATE	YIELD	CUSIP NO.**
	$	%	%	097464
4/1/2023				
4/1/2024				
4/1/2025				
4/1/2026				
4/1/2027				
4/1/2028				
4/1/2029				
4/1/2030				
4/1/2031				
4/1/2032				
4/1/2033				
4/1/2034				
4/1/2035				
4/1/2036				
4/1/2037				
4/1/2038				
4/1/2039				
4/1/2040				
4/1/2041				
4/1/2042				
4/1/2043				
4/1/2044				
4/1/2045				
4/1/2046				
4/1/2047				

* Preliminary; subject to change.

** CUSIP data contained herein is provided by CUSIP Global Services, which is managed on behalf of the American Bankers Association by S&P Global Market Intelligence. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter, and are included solely for the convenience of the holders of the 2022A Bonds. Neither the University nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the 2022A Bonds or as indicated above.

THE IDAHO STATE BOARD OF EDUCATION

AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

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Linda Clark, Secretary
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Alicia Estey, JD, MPH—Vice President for University Affairs and Chief of Staff

Mark J. Heil, CPA – Vice President and Chief Financial Officer and Bursar

Ed Whipple, Ph.D.— Interim Vice President for Student Affairs and Enrollment Management

Nancy Glenn, Ph.D.—Interim Vice President for Research and Economic Development

Matthew Ewing —Vice President for University Advancement

Matt Wilde, General Counsel

UNDERWRITER

Barclays Capital Inc.
745 Seventh Avenue
New York, NY 10019
Phone: (212) 526-7000

BOND AND DISCLOSURE COUNSEL

Hawley Troxell Ennis & Hawley LLP
877 Main Street, Suite 1000
Boise, Idaho 83701-1617
Phone: (208) 344-6000

TRUSTEE, PAYING AND ESCROW AGENT

The Bank of New York Mellon Trust Company, N.A.
50 Fremont Street, Suite 3900
San Francisco, CA 94105
(415) 263-2439

MUNICIPAL ADVISOR

Piper Sandler & Co.
101 S. Capitol Blvd.
Boise, ID 83702
(208) 344-8561

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GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Barclays Capital Inc. (the "*Underwriter*") to give any information or to make any representations with respect to the 2022A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2022A Bonds, nor shall there be any sale of the 2022A Bonds by any person, in any jurisdiction in which it is unlawful for such person to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2022A Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains "forward-looking statements" that are based upon the University's current expectations and its projections about future events. When used in this Official Statement, the words "project," "estimate," "intend," "expect," "scheduled," "pro forma" and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been "deemed final" by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

BOISE STATE UNIVERSITY

$150,000,000*
GENERAL REVENUE REFUNDING BONDS, SERIES 2022A (TAXABLE)

INTRODUCTION

GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the $150,000,000* Boise State University General Revenue Refunding Bonds, Series 2022A (Taxable) (the "*2022A Bonds*").

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in "APPENDIX C– GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT."

BOISE STATE UNIVERSITY

Boise State University (the "*University*") is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. The University has the largest student enrollment of any university in the State of Idaho (the "*State*"), with an official Fall 2021 enrollment of 25,829 students (based on headcount, with full-time-equivalent enrollment of 17,640) as of the October 15, 2021 census date. The State Board of Education serves as the Board of Trustees (the "*Board*"), the governing body of the University. In January 2019, the Carnegie Classification of Institutions of Higher Education classified the University as a Doctoral Research University with "high research activity."

AUTHORIZATION FOR AND PURPOSE OF THE 2022A BONDS

The 2022A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a resolution expected to be adopted by the Board on April 20, 2022 authorizing the issuance of the 2022A Bonds (collectively with the Master Resolution, the "*Resolution*").

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the "*Outstanding Bonds*"), which as of January 1, 2022, were outstanding in the principal amount of $219,805,000. The 2022A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the "Bonds" or the "General Revenue Bonds." See "DEBT SERVICE REQUIREMENTS" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY–Outstanding Debt."

The proceeds of the 2022A Bonds will be used (i) to advance refund, on a taxable basis, all or a portion of the University's General Revenue Refunding Bonds, Series 2015A (the "*2015A Bonds*"), which were issued on April 30, 2015 in the aggregate principal amount of $31,210,000; (ii) to advance refund, on a taxable basis, all or a portion of the University's General Revenue Refunding Bonds, Series 2016A (the "*2016A Bonds*"), which were issued on April 27, 2016 in the aggregate principal amount of $66,145,000; (iii) to advance refund, on a taxable basis, all or a portion of the University's General Revenue Project and Refunding Bonds, Series 2017A, which were issued on January 26, 2017 in the aggregate principal amount of $67,860,000 (the "*2017A Bonds*"); and (iv) to pay costs of issuing the 2022A Bonds.

The refinancing of certain of the 2015A Bonds, 2016A Bonds and 2017A Bonds is referred to herein as the "Refunding Project." See "SOURCES AND USES OF FUNDS" herein.

SECURITY FOR THE 2022A BONDS

The 2022A Bonds are secured by Pledged Revenues on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) Sales and Service Revenues; (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the "*F&A Recovery Revenues*"); (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing (the "*Other Operating Revenues*"); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the "*Investment Income*"), and (vi) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues. "Revenues Available for Debt Service" means (a) revenues described in clauses (i), (iii), (iv), (v), and (vi) above and (b) revenues described in clause (ii) above less Operation and Maintenance Expenses of the Auxiliary Enterprises.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See "SECURITY FOR THE 2022A BONDS–Rate Covenant."

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2022A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See "SECURITY FOR THE 2022A BONDS–Additional Bonds."

TAX MATTERS

In the opinion of Bond Counsel, interest on the 2022A Bonds is included in gross income pursuant to the Tax Code and is included in gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS."

THE 2022A BONDS

DESCRIPTION OF THE 2022A BONDS

The 2022A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2022A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2022A Bonds is payable on April 1 and October 1 of each year, beginning October 1, 2022. Interest on the 2022A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. The Bank of New York Mellon Trust Company, N.A., is the trustee and paying agent for the 2022A Bonds (the "*Trustee*").

The 2022A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of $5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York ("*DTC*"), will act as initial securities depository for the 2022A Bonds. The ownership of one fully registered 2022A Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede and Co., as nominee for DTC. For so long as the 2022A Bonds remain in a "book-entry only" transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2022A Bonds.

Payment of interest on the 2022A Bonds will be made by wire transfer to the Registered Owner (initially, Cede & Co., as nominee of DTC) as of the close of business on the 15th day of the calendar month next preceding the interest payment date (the "*Record Date*"), except that, if and to the extent that there is a default in the payment of the interest due on any interest payment date, such defaulted interest will be paid to the Registered Owner in whose name any such 2022A Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

See Appendix G for additional information. As indicated therein, certain information in Appendix G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2022A Bonds should confirm this information with DTC or its participants.

REDEMPTION AND OPEN MARKET PURCHASE

Optional Redemption. The 2022A Bonds maturing on or after April 1, 2033 are subject to optional redemption at the election of the University at any time on or after April 1, 2032 (the "Par Call Date"), in whole or in part, with 2022A Bonds selected for redemption based on a "Pro Rata Pass-Through Distributions of Principal" basis, as described below. Such optional redemption of the 2022A Bonds shall be at a price of 100% of the principal amount of the 2022A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

Make-Whole Redemption. Prior to the Par Call Date, the 2022A Bonds will be subject to optional redemption prior to maturity, at the election of the University, in whole or in part, with 2022A Bonds selected for redemption based on a Pro Rata Pass-Through Distributions of Principal, subject to the provisions described below under "Selection for Redemption", on any Business Day, in such order of maturity as directed by the University, at the Make-Whole Redemption Price. The University shall retain an independent accounting firm or an independent financial advisor to determine the Make-Whole Redemption Price, perform all actions, and make all calculations required to determine the Make-Whole Redemption Price. The Trustee and the University may conclusively rely on such accounting firm's or financial advisor's calculations in connection with, and its determination of, the Make-Whole Redemption Price, and neither the Trustee nor the University will have any liability for their reliance. The determination of the Make-Whole Redemption Price by such accounting firm or financial advisor shall be conclusive and binding on the Trustee, the University, and the holders of the 2022A Bonds.

"Business Day" means any day other than (A) a Saturday or Sunday or legal holiday or a day on which banking institutions in the city or cities in which the Principal Office for Payment of the Trustee is located are authorized by law or executive order to close or (B) a day on which the New York Stock Exchange is closed.

"Comparable Treasury Issue" means the United States Treasury security or securities selected by a Designated Investment Banker as having an actual or interpolated maturity comparable to the remaining term of the 2022A Bonds to be redeemed that would be utilized, at the time of selection and in accordance with customary financial practice, in pricing new issues of corporate debt securities of a comparable maturity to the remaining term of such 2022A Bonds.

"Comparable Treasury Price" means, with respect to any redemption date, the average of the Primary Treasury Dealer Quotations for such redemption date or, if the Designated Investment Banker obtains only one Primary Treasury Dealer Quotation, such Primary Treasury Dealer Quotation.

"Designated Investment Banker" means a Primary Treasury Dealer appointed by the Board.

"Make-Whole Redemption Price" means the greater of (i) 100% of the principal amount of a 2022A Bond to be redeemed and (ii) the sum of the present value of the remaining scheduled payments of principal and interest (treating any principal scheduled to be paid after the first call date as if it were scheduled to mature on the Par Call Date) of the 2022A Bond to be redeemed (not including any portion of those payments of interest accrued and unpaid as of the date on which such 2022A Bond is to be redeemed), discounted to the date on which such Bond is to be redeemed

on a semi-annual basis assuming a 360-day year consisting of twelve 30-day months at the adjusted Treasury Rate plus _____ (__) basis points, plus, in each case, accrued and unpaid interest on such 2022A Bond to, but excluding, the redemption date.

"Primary Treasury Dealer" means one or more entities appointed by the Board, which, in each case, is a primary U.S. Government securities dealer in The City of New York, New York, and its successors.

"Primary Treasury Dealer Quotations" means, with respect to each Primary Treasury Dealer and any redemption date, the average, as determined by the Designated Investment Banker, of the bid and asked prices for the Comparable Treasury Issue (expressed in each case as a percentage of its principal amount) quoted in writing to the Designated Investment Banker by such Primary Treasury Dealer at 3:30 p.m. New York time on the third Business Day preceding such redemption date.

"Treasury Rate" means, with respect to any redemption date, the rate per annum equal to the semiannual equivalent yield to maturity or interpolated (on a day count basis) of the Comparable Treasury Issue, assuming a price for the Comparable Treasury Issue (expressed as a percentage of its principal amount) equal to the Comparable Treasury Price for such redemption date.

[Mandatory Sinking Fund Redemption. The 2022A Bonds maturing on April 1, _____ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2022A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1 OF THE YEAR	MANDATORY REDEMPTION AMOUNT
	$
*	

*Stated Maturity.]

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2022A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2022A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2022A Bonds, unless upon the giving of such notice such 2022A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2022A Bonds to be redeemed, and that if such money shall not have been so

received, the notice shall be of no force and effect and the University shall not be required to redeem such 2022A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all of the 2022A Bonds are to be redeemed, the particular maturities of such 2022A Bonds or portions thereof to be redeemed shall be selected on a "Pro Rata Pass-Through Distributions of Principal" basis in accordance with DTC procedures, provided that, so long as the 2022A Bonds are held in book-entry form, the selection for redemption of such 2022A Bonds shall be made in accordance with the operational arrangements of DTC then in effect that currently provide for adjustment of the principal by a factor provided by the Trustee pursuant to DTC operational arrangements. If the Trustee does not provide the necessary information and identify the redemption as on a Pro Rata Pass-Through Distributions of Principal basis or if DTC's operational arrangements no longer provide for selection on a pro rata basis, the 2022A Bonds will be selected for redemption in accordance with DTC procedures by lot. If the 2022A Bonds are no longer held by DTC, they shall be selected for redemption on a pro rata basis.

Effect of Redemption. When called for redemption as described above, the 2022A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2022A Bonds will not be deemed to be Outstanding as of such redemption date.

Open Market Purchase. The University has reserved the right to purchase the 2022A Bonds on the open market at a price equal to or less than par. In the event the University purchased the 2022A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2022A Bonds so purchased are to be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term 2022A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term 2022A Bonds so purchases are to be credited against the Mandatory Redemption Amounts next becoming due. All 2022A Bonds so purchased are to be cancelled.

SECURITY FOR THE 2022A BONDS

GENERAL

The 2022A Bonds are secured by Pledged Revenues on parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

(i) Student Fees;

(ii) Sales and Services Revenues;

(iii) F&A Recovery Revenues;

(iv) Other Operating Revenues;

(v) Investment Income; and

(vi) Such other revenues as the Board shall designate as Pledged Revenues.

For a description of the sources and components of the Pledged Revenues, see "PLEDGED REVENUES" below. For the amounts of Pledged Revenues in recent years, see "HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE" below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" AND "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

PLEDGED REVENUES

Student Fees. The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved "Student Fees" include (i) Tuition Fees, (ii) Facilities Fees, (iii) Technology Fees, (iv) Activities Fees, (v) Graduate/Professional Fees, (vi) Western Undergraduate Exchange Fees, and (vii) Non-Resident Tuition Fees, and other charges and fees as more fully described in the attached Schedule of Student Fees for Fiscal Year 2022. See "APPENDIX B— ESTIMATED SCHEDULE OF STUDENT FEES."

The revenues derived from Student Fees for Fiscal Year 2020 and Fiscal Year 2021 were approximately $198,262,256 and $200,760,211, respectively.

In December 2019, in an effort to demonstrate a commitment to maintaining affordable higher education for Idahoans, the Presidents of Idaho's public, four-year higher education institutions announced to the Board and the public their agreement not to seek a tuition increase for resident undergraduate students for the 2020-2021 academic year. In April 2021, the Board voted again to hold fees steady for resident undergraduate students in the 2021-2022 academic year, and adopted only a modest increase in non-resident undergraduate fees.

Undergraduate Idaho resident and non-Idaho resident tuition and fee rates have not been raised since Fiscal Year 2020. These rates generated income of $149,820,343 and $150,482,661 for Fiscal Year 2020 and Fiscal Year 2021, respectively. For Fiscal Year 2022, the annual tuition and student fees assessed against full-time undergraduate students remained at $4,030 (Idaho residents) and $12,490 (non-Idaho residents).

See "APPENDIX B — ESTIMATED SCHEDULE OF STUDENT FEES" for a list of Student Fees assessed.

Sales and Services Revenues. Sales and Services Revenues include revenues generated through operations of auxiliary enterprises. The majority of these revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the ExtraMile Arena, Albertsons Stadium, and Morrison Center; parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by the University's public radio station, testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See "THE UNIVERSITY–Certain University Facilities" for a description of the University's major facilities from which Sales and Services Revenues are derived.

The Coronavirus Disease 2019 ("*COVID-19*") resulted in many cancelled events and services across campus during Fiscal Years 2020 and 2021 impacting Sales and Services Revenues, generating approximately $8 million less revenues for Fiscal Year 2020 compared to Fiscal Year 2019, and another $21.7 million less revenues for Fiscal Year 2021. See "CORONAVIRUS DISEASE 2019 – Budget and Revenue Effects" below for further discussion.

Sales and Services Revenues for Fiscal Year 2020 and Fiscal Year 2021 were $64,646,510 and $42,746,744, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

Facilities and Administrative Recovery Revenues. A portion of funds received each year for University activity sponsored by the private sector, the State or the federal government ("*Sponsored Activity*") is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues make up the balance granted and are used to pay facilities administrative costs, which encompass spending by the University on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general administration costs associated with Sponsored Activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are included in Pledged Revenues. F&A Recovery Revenues for Fiscal Year 2020 and Fiscal Year 2021 were $8,107,750 and $9,934,538, respectively.

The University has focused on expanding Sponsored Activity. Federally funded grants and contracts expenditures for Fiscal Year 2020 and Fiscal Year 2021 were $40,464,905 and $46,090,662, respectively, which is an increase of $5,625,727. Non-federally funded grants and contracts for Fiscal Year 2020 and Fiscal Year 2021 were $9,504,525 and $11,559,851, respectively.

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. Other Operating Revenues for Fiscal Year 2020 and Fiscal Year 2021 were $1,395,970 and $1,425,149, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY."

Investment Income. Investment Income included in Pledged Revenues includes all unrestricted investment income. Investment Income included in Pledged Revenues for Fiscal Year 2020 and Fiscal Year 2021 was $3,541,068 and $1,385,811, respectively. The Fiscal Year 2021 decrease in Investment Income is due to the current interest rate environment lowering the yield on the University's working capital and investment portfolio. See "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2017 through 2021. As described under "DEBT SERVICE REQUIREMENTS," the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2022A Bonds will be approximately $_____ million.*

	2017	2018	2019	2020	2021
Student Fees	$158,654,927	$168,637,987	$182,232,202	$198,262,256	$200,760,211
Sales and Services Revenues[1]	63,836,124	67,793,810	72,301,981	64,646,510	42,746,744
F&A Recovery Revenues	6,903,073	6,064,234	7,145,014	8,107,750	9,934,538
Other Operating Revenues[1]	5,393,729	1,705,899	1,099,335	1,395,970	1,425,149
Investment Income	1,286,147	2,586,004	4,152,453	3,541,068	1,385,811
TOTAL	$ 236,074,000	$246,787,934	$266,930,985	$275,953,554	$256,252,453
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(65,109,847)	(77,481,060)[2]	(75,270,328)	(74,189,656)	(62,938,076)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	$170,964,153	$169,306,874	$191,660,657	$201,763,898	$193,314,377

[1] Reclassification of revenues between Sales and Services Revenues and Other Operating Revenues is reflected in Fiscal Years 2018, 2019, 2020 and 2021. The reclassification was not made to Fiscal Year 2017 to allow that year to continue to reflect what is in the University's audited financial statements for the respective year. The decline in Fiscal Year 2020 was due to the impacts of COVID-19. See "CORONAVIRUS DISEASE 2019 – BUDGET AND REVENUE EFFECTS."

[2] Large increase in expenses due to accounting changes for event services and opening of new housing and dining facility in Fiscal Year 2018.

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

* Preliminary, subject to change.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements described below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must receive Board approval and must also satisfy certain conditions, including the filing with the Trustee of:

(i) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Bonds; and

(ii) A Written Certificate of the University to the effect that Estimated Revenues Available for Debt Service equal at least 110% of the Maximum Annual Debt Service on all Bonds to be outstanding upon the issuance of the Additional Bonds for (a) each of the Fiscal Years of the University during which any Bonds will be outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized, or (b) the University's current Fiscal Year and any succeeding Fiscal Year during which any Bonds will be outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized (a "*Coverage Certificate*"). See "APPENDIX D–SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–Additional Bonds."

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than $25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds,

the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2022A Bonds or the Outstanding Bonds.

THE REFUNDING PROJECT

The University is pursuing the Refunding Project for debt service savings and to taxably restructure bonds to alleviate tax-exempt compliance requirements. A portion of the proceeds of the 2022A Bonds will be used to advance refund, on a taxable basis, all or a portion of the 2015A Bonds maturing on the dates shown below (the "*2015A Refunded Bonds*"), to advance refund, on a taxable basis, all or a portion of the 2016A Bonds on the dates shown below (the "*2016A Refunded Bonds*") and to advance refund, on a taxable basis, all or a portion of the 2017A Bonds on the dates shown below (the "2017A Refunded Bonds and together with 2015A Refunded Bonds and the 2016A Refunded Bonds, collectively, the "*Refunded Bonds*").

A portion of the proceeds of the 2022A Bonds will be irrevocably deposited in the respective escrow account, or subaccounts thereunder, to be held by The Bank of New York Mellon Trust Company, N.A., as escrow agent (the "*Escrow Agent*") as created under and directed by the Escrow Agreement dated the date of delivery of the 2022A Bonds between the University and the Escrow Agent (the "*Escrow Agreement*"), to refund the Refunded Bonds. Such amounts will be used to provide cash and purchase direct obligations of the United States that are sufficient to pay the interest on the Refunded Bonds as the same falls due and the redemption price of, and accrued interest on, the Refunded Bonds on their respective redemption date. See "SOURCES AND USES OF FUNDS."

The 2015A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, may be called for redemption, in the event such call would result in net present value savings in accordance with the Resolution, on April 1, 2025, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

April 1 Year	Amount	Interest Rate
2026	$ 1,970,000	5.000 %
2027	2,075,000	5.000
2028	2,170,000	5.000
2029	2,280,000	5.000
2030	1,395,000	5.000
2031	1,470,000	5.000
2032	1,535,000	5.000
2033	1,615,000	5.000
2034	1,695,000	5.000
2037*	4,840,000	3.625

* Term bond stated maturity

The 2016A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, may be called for redemption, in the event such call would result in net present value savings in accordance with the Resolution on April 1, 2026, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

April 1 Year	Amount	Interest Rate
2027	$ 2,075,000	5.000%
2028	2,180,000	3.000
2029	2,240,000	3.000
2030	3,515,000	5.000
2031	3,700,000	5.000
2032	3,940,000	5.000
2033	4,260,000	5.000
2036*	15,330,000	3.000
2039*	8,880,000	3.125

The 2017A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, may be called for redemption, in the event such call would result in net present value savings in accordance with the Resolution, on April 1, 2027, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

April 1 Year	Amount	Interest Rate
2028	$2,435,000	5.000%
2029	2,565,000	5.000
2030	2,685,000	5.000
2031	2,820,000	5.000
2032	3,020,000	5.000
2033	3,275,000	5.000
2034	3,795,000	5.000
2035	4,105,000	5.000
2036	4,310,000	5.000
2037	4,525,000	5.000
2042*	6,355,000	3.625
2047*	7,810,000	5.000

* Term bond stated maturity

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2022A Bonds are estimated to be as follows:

SOURCES:	
Principal Amount of 2022A Bonds ……..	$ _____
Original Issue Premium of 2022A Bonds …….	_____
TOTAL	$ _____
USES:	
Refunding 2015A Refunded Bonds …..……..	$_____
Refunding 2016A Refunded Bonds …..……..	_____
Refunding 2017A Refunded Bonds	_____
Costs of Issuance*	_____
TOTAL	$_____

* Includes legal, rating agency, trustee, paying agent, and municipal advisor fees and underwriter's discount.

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DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the Outstanding Bonds and the 2022A Bonds.

FISCAL YEAR ENDING 6/30	OUTSTANDING BONDS[1]	2022A BONDS PRINCIPAL*	2022A BONDS INTEREST	TOTAL
2023				
2024				
2025				
2026				
2027				
2028				
2029				
2030				
2031				
2032				
2033				
2034				
2035				
2036				
2037				
2038				
2039				
2040				
2041				
2042				
2043				
2044				
2045				
2046				
2047				
TOTAL	$_____	$_____	$_____	$_____

* Preliminary, subject to change.

[1] Does not reflect those bonds being refunded with the proceeds of the 2022A Bonds, which will be updated and reflected in the Official Statement.

THE UNIVERSITY

The main campus is located in Boise, Idaho, with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 749,202. As of June 30, 2021, the University employed approximately 4,765 faculty and staff (including 1,279 student employees).

The University administers baccalaureate, masters, and doctoral programs through seven academic colleges - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Innovation and Design. More than 5,162 students graduated from the University in academic year 2020-2021, including 50 doctoral candidates.

The University was officially classified a doctoral research institution by the Carnegie Classification of Institutions of Higher Education in 2016 and in 2019 the University was further classified as having "high research activity," which is the second highest classification for doctorate-granting universities. The University is home to 27 research centers and institutes, including the Center for Health Policy, the Public Policy Research Center, the Raptor Research Center, and the Center for Multicultural Educational Opportunities.

Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on 16 men's and women's teams in 10 sports. The University eliminated three sports programs in academic year 2020. The University also hosts National Public Radio, Public Radio International, and American Public Radio on the Boise State Radio Network, which broadcasts in southern Idaho, western Oregon and northern Nevada on a network of 18 stations and translators.

Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2026, and a number of the University's academic programs have also obtained specialized accreditation.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho in Moscow, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective boards of these two institutions. The Governor appoints seven of the members to the Board for five year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY AND STATE BOARD OF EDUCATION

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES JUNE
Kurt Liebich (President)	Preston	Chairman/CEO RedBuilt LLC/New Wood Resources LLC	2024
David Hill (Vice President)	Boise	Retired Deputy Director at ID National Laboratory	2022
Linda Clark (Secretary)	Meridian	Retired Superintendent	2026
William G. Gilbert, Jr	Boise	Co-Founder of Caprock	2026
Shawn Keough	Sandpoint	Executive Director- Associated Logging Contractors	2024
Cally J. Roach	Fairfield	Retired V.P. of Corporate Relations – Clear Springs Foods	2023
Cindy Siddoway	Terreton	Owner of Sheep Ranch and Elk/Bison Hunting Preserve	2025
Sherri Ybarra *	Mountain Home	Superintendent of Public Instruction	Elected

* Ms. Ybarra was re-elected State Superintendent of Public Instruction in 2018 for a four year term ending January 1, 2023.

The State Board of Education has an approximately 27 member, full time professional staff headed by Matt Freeman, Executive Director. His appointment became effective in 2015.

University Officers. The President of the University and her staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President's management team are appointed by the President and serve at her pleasure. The President and her principal staff are listed below, with brief biographical information concerning each.

Marlene Tromp, Ph.D. – President. The Idaho State Board of Education appointed Dr. Tromp as the seventh President of the University beginning July 1, 2019. Previously, Dr. Tromp was the Campus Provost and Executive Vice Chancellor at the University of California at Santa Cruz. Prior to joining the University of California system, she was Dean of Arizona State University's College of Interdisciplinary Arts and Sciences. She holds a doctorate in English from the University of Florida, a master's degree in English from the University of Wyoming and a bachelor's degree in English from Creighton University. Dr. Tromp is a first generation college graduate from Wyoming committed to supporting students, staff and faculty, in their endeavor to serve and advance the state of Idaho and helping the University foster research excellence to increase discovery for its students and the world.

John Buckwalter, Ph.D. – Provost and Vice President for Academic Affairs. Dr. Buckwalter was appointed as the Provost and Vice President for Academic Affairs in May 2021. Prior to joining the University, he served as Dean of the College of Health and Human Sciences at Kansas State University, as well as a professor in the Department of Kinesiology. Prior to joining Kansas State University in 2013, Dr. Buckwalter spent six years as Chair of the Department of Kinesiology and then as the Associate Dean for Research and Graduate Studies in the College of Education and Health Professions. Dr. Buckwalter holds a doctorate and a master's degree in kinesiology, both from the University of Arkansas at Fayetteville. He also holds bachelor's degrees in Spanish and Health and Physical Education from Centenary College in Shreveport, Louisiana. Dr. Buckwalter is a fellow in the American Physiological Society and the American College of Sports Medicine.

Alicia Estey, JD, MPH – Vice President for University Affairs and Chief of Staff. Ms. Estey was named Vice President for University Affairs and Chief of Staff in November 2019. She joined Boise State in 2006 as the Special Assistant to the Vice President for Finance and Administration and has held several positions since, including Director of Regulatory Compliance, Director of Tax Compliance, and Executive Director of Institutional Compliance and Ethics. Prior to her arrival at Boise State, Ms. Estey worked in tax at the J.R. Simplot Company. She holds a BBA in Accountancy from Boise State, a Master's in Public Health from the University of Massachusetts, Amherst, and a Juris Doctor from the University of Idaho.

Matthew Ewing –Vice President for University Advancement. Mr. Ewing was named Vice President for University Advancement effective January 2020. Prior to joining the University, Mr. Ewing served as the Vice President for Development and Chief Executive Officer of the Foundation at Cal Poly, San Luis Obispo. Mr. Ewing previously served as a former Associate Vice President for Development for the University, where he led fundraising efforts for the University's top philanthropic priorities, including a three-year scholarship campaign that raised more than $52.2 million. Mr. Ewing also spent eight years in a variety of leadership and fundraising positions for the Indiana University Foundation. He earned his master's degree in kinesiology and his bachelor's degree in economics and political science, both from Indiana University. Mr. Ewing also graduated from the University of Notre Dame Mendoza College of Business' executive management program and was recognized in EverTrue's inaugural class of 40 Fundraisers Under 40.

Nancy Glenn, Ph.D. – Interim Vice President for Research and Economic Development. Dr. Glenn was appointed Interim Vice President for Research and Economic Development in 2021 and has served the University since 2013. Various leadership roles, including director, department chair, Federal Relations Liaison, and a joint appointment with the Department of Energy have provided Dr. Glenn with a strong understanding of how universities and agencies operate across multiple divisions. Dr. Glenn earned her bachelor's degree in geological engineering from University of Nevada, Reno, her master's degree in Civil Engineering from UC Berkeley, and her doctorate in Geo-Engineering from University of Nevada, Reno.

Mark J. Heil, CPA – Vice President and Chief Financial Officer and Bursar. Mr. Heil was appointed Vice President for Finance and Chief Financial Officer for the University in 2017. He has also served on the University's Department of Accounting Advisory Board for seventeen years and previously served on the Idaho State Board of Education Audit Committee for eight years. Prior to joining the University, Mr. Heil served as Vice President and Corporate Controller for Micron Technology, Inc. ("Micron"). Mr. Heil served as Micron's Corporate Controller for 15 years and worked in the business assurance group of PricewaterhouseCoopers prior to joining Micron. Earlier in his career, Mr. Heil worked in Branch Operations for a regional financial institution in southern Idaho. Mr. Heil is a graduate of Boise State University with a bachelor's degree in accounting and computer information systems. He holds a CPA license in the state of Idaho.

Edward G. Whipple, Ph.D. – Interim Vice President for Student Affairs and Enrollment Management. Dr. Whipple was appointed Interim Vice President for Student Affairs and Enrollment Management in 2021. Prior to joining the University, he served as Vice President for Student Affairs and Dean of Students at Willamette University from June 2016-May 2020. He previously served as Vice President for Student Affairs at Bowling Green State University and

Eastern Montana College (now Montana State University-Billings). Dr. Whipple holds a Ph.D. in College Student Services Administration from Oregon State University, a Master of Arts in Teaching from Northwestern University, and a Bachelor of Arts in English from Willamette University.

Matt Wilde J.D., – General Counsel. Mr. Wilde was named General Counsel in October 2015. Prior to holding such position, Mr. Wilde served as Deputy General Counsel for the Office of General Counsel, managing the day to day operations of the Office of General Counsel and the legal affairs of the University. Prior to joining the University in January 2013, Mr. Wilde served as Assistant City Attorney and Division Manager for the Boise City Council and Mayor's Office, the Department of Aviation and Public Transportation, including the Boise Airport, and the City's Department of Public Works. Mr. Wilde received his undergraduate degree in business administration from Pacific Lutheran University and his Juris Doctor from the University of Idaho.

CERTAIN UNIVERSITY FACILITIES

General. The University's Boise campus includes approximately 5.91 million gross square feet of facilities, with approximately 200 buildings. The Boise campus is approximately 229 acres, including some parcels owned by university affiliate organizations such as the Boise State University Foundation, Inc. (the "Foundation").

Facilities Generating Sales and Service Revenues. The following is a description of the University's major facilities from which Sales and Services Revenues are derived, including housing facilities, the Student Union Building, spectator and recreation facilities, and parking facilities.

Public Private Partnership Housing Facilities. The University opened the Honors College and Sawtooth Hall in 2017, a 642 bed residential honors hall and additional first year housing. In addition to housing, the facility also includes offices, classrooms and food service. For Fiscal Years 2019, 2020, and 2021 the average fall semester occupancy rates were 94%, 97% and 100%, respectively. Together with the University's other housing facilities, the facility closed in March 2020 due to COVID-19. The University and Greystar reached an agreement to refund residents for the remainder of the semester. The facility re-opened at full occupancy in Fall 2021.

The facility is a partnership with EDR Boise, LLC, a subsidiary of Greystar, formerly Educational Realty Trust ("EdR"). The University and Greystar entered into a 50 year ground lease to finance, construct, and operate the facility. The project was financed with 100% equity from EdR and no current or future debt may be issued against the project or Greystar's leasehold interest. The food service component is owned and operated by the University, through its food service provider. Greystar owns the residential portion of the project, subject to the ground lease, pursuant to which Greystar pays ground rent to the University.

University Owned Housing Facilities. The housing facilities owned by the University currently consist of (i) seven residence hall complexes, and two suite-style buildings where each unit has a kitchen, (ii) one townhome development, (iii) four apartment complexes and (iv) two suite-style apartment buildings that house students from a fraternity and a sorority, respectively. The following occupancy rates for Fall 2020 and

2021 take into account a reduced number of beds due to COVID-19 social distancing protocols.

University Residence Halls and Townhomes. The University's owned residence halls, suites, and townhomes can accommodate approximately 2,009 students and offer a variety of amenities, including computer labs and in room high-speed internet connections; recreational and lounge space; laundry facilities; kitchen areas; and academic/study space. For Fiscal Years 2019, 2020, and 2021 the average fall semester occupancy rates for these complexes were 94%, 85% and 99%, respectively.

In conjunction with the opening of the Honors College and Sawtooth Hall in 2017, the University converted the John B. Barnes Towers (the "Towers"), a 300-bed residence hall complex to use for only overflow housing. However, due to increased demand in 2019, the University has made the Towers part of its active housing through Spring 2023, after which time use of the Towers will be reevaluated. The initial reclassification increased the bed count and consequently lowered overall occupancy rates, though the number of students in University complexes increased.

University Apartments. The University apartment complexes are available for students, including those with families, and provide over 200 apartments ranging in size from one bedroom to three bedrooms. For Fiscal Years 2019, 2020, and 2021 the average fall semester occupancy rates for the University's apartments were 95%, 75% and 93%, respectively.

Student Union Building. Initially constructed in 1967 and expanded in 1988 and 2008, the Student Union Building provides extensive conference and meeting spaces, a 430 seat performance theater, a retail food court, a central production kitchen, a resident student and visitor dining facility, a University Bronco Shop, a convenience store, a games area, and offices for admissions, student government and student activities. The facilities infrastructure includes high speed LAN and video data capabilities and public lounges with wireless network capabilities. The building totals approximately 252,000 square feet.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include Albertsons Stadium, the ExtraMile Arena, the Recreation Center and the Morrison Center. The following is a brief description of these facilities.

Albertsons Stadium. Originally constructed in 1970, and expanded in 1997, 2008, 2009 and 2012 to its current total capacity of 37,000 seats, Albertsons Stadium is Idaho's largest spectator facility. It is used for all of the University's intercollegiate home football games. The facility includes the press box, stadium suites, banquet facilities, a commercial kitchen, an additional Bronco Shop, office space, and concessions facilities. The Gene Bleymaier Football Complex, which opened in 2013, is a stand-alone addition to the Albertsons Stadium facilities, consisting of football offices and training facilities. This facility added 70,000 square feet of space.

ExtraMile Arena. ExtraMile Arena was constructed in 1982 and serves as the University's indoor sports and entertainment complex. In its basketball configuration,

the arena accommodates approximately 12,400 spectators. In addition to varsity sports contests, including the NCAA Basketball Tournament, it has been used for concerts, commencement ceremonies and other entertainment and community events, intramural activities and sports camps. The arena was remodeled during 2012, adding 36 upgraded restrooms.

The Recreation Center. The Student Recreation Center was completed in 2001. It is approximately 98,700 square feet, and includes more than 25,000 square feet of open recreational space for three regulation size basketball courts and a multipurpose gymnasium; a large aerobics/cardiovascular multipurpose workout space; five racquetball/handball/squash courts; a running track with banked turns; a climbing wall; a first aid and athletic training area; classroom and activity spaces; indoor/outdoor meeting space; and an aquatic center added to the facility after 2001.

The Morrison Center. The Velma V. Morrison Center, which opened in 1984, is an 183,885 square foot center for performing arts that includes a ten story stage-house and seating for 2,000. The Morrison Center brings a wide range of artistic performances to the Boise community and provides academic instruction space at the University. The Morrison Center has been regularly ranked in the Top Five University Theatres in the Pacific Northwest by Venues Magazine; in 2016 and 2017, it was ranked #2 in the nation. Mayor David Bieter also named it as a City of Boise cultural ambassador for 2017-2019, which as part of the recognition, had the Morrison Center acting as one of two of Boise's honorary representatives to the world.

Parking Facilities. The University operates and maintains 52 surface parking lots of varying sizes and two parking garage facilities with a total of approximately 2,656 spaces, for a total of approximately 7,832 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

STUDENT BODY

The University enrolls more students than any other public institution in Idaho. In addition to having students from every Idaho county, students from all 50 states and over 65 countries attend the University. The University enrolls large numbers of both traditional age students and working adults. The University's official Fall 2020 enrollment was 24,103 students (based on headcount, with full-time equivalent enrollment of 16,962) as of the October 15, 2020 census date, and the University's official Fall 2021 enrollment was 25,829 students (based on headcount, with full-time equivalent enrollment of 17,640) as of the October 15, 2021 census date. Fall 2021 enrollment reflects an increase from Fall 2020 of 1,726 students based on headcount, and 678 students based on full-time equivalent enrollment.

The University suspended the standardized test requirement when COVID-19 impacted access to most testing, and is keeping the suspension in place for the 2022-2023 academic year. Recruitment strategies also include enhanced merit-based and need-based scholarships and statewide campaigns to promote college matriculation. Specifically related to improving retention, the University is providing more flexibility in advising schedules and delivery methods, has assigned academic coaches to returning students, implemented enhanced tutoring programs for certain courses with high drop-out rates, and outlined other measures to identify students at risk.

ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
ENROLLMENT					
Headcount	24,154	25,540	26,272	24,103	25,829
Full Time Equivalents	16,317	16,967	17,679	16,962	17,640
UNDERGRADUATE STUDENTS					
Full Time	12,477	12,787	13,104	12,973	13,270
Part Time	8,290	9,277	9,835	7,815	9,162
GRADUATE STUDENTS					
Full Time	1,068	1,108	1,185	1,248	1,285
Part Time	2,319	2,368	2,148	2,067	2,112
STUDENTS FROM IDAHO	74%	73%	71%	66%	66%
FIRST YEAR UNDERGRADUATES/TRANSFERS					
Applied	11,653	13,745	17,920	18,693	18,905
Admitted	9,784	11,122	13,986	14,530	15,752
Enrolled	4,080	4,197	4,323	4,210	4,615
ACT Mean Score	24	23	23	24	23
DEGREES CONFERRED	**(2017-2018)**	**(2018-2019)**	**(2019-2020)**	**(2020-2021)**	**(2021-2022)[(1)]**
Associate	119	133	109	132	-
Bachelor	3,373	3,472	3,526	3,754	-
Master	919	861	954	1,075	-
Doctorate	32	45	53	50	-
Certificate*	496	581	621	704	-

(1) Not yet conferred.
* Includes undergraduate graduate certificates and post-undergraduate certificates.

EMPLOYEES

As of June 30, 2021, University had approximately 4,765 employees. Faculty and staff include approximately 1320 professional staff, 989 faculty and other academic appointments, and 1,177 classified employees. The University also employed approximately 1,279 students. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State's Public Employees' Retirement System of Idaho ("*PERSI*") or the Optional Retirement Program ("*ORP*"), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University's classified employees, including its faculty hired prior to July 1, 1990, are covered under PERSI. Additionally, new faculty and professional staff who are vested in PERSI have the option of remaining in or returning to PERSI with written affirmation of this decision within 60 days of employment. PERSI is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the "*PERSI Board*"), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The PERSI Board is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan ("*PERSI Base Plan*"), the Firefighters' Retirement Fund and the Judges' Retirement Fund; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. As of June 30, 2021, PERSI had 73,563 active members, 45,718 inactive members (of whom 14,539 are entitled to vested benefits), and 50,891 retired members or annuitants. In addition, as of June 30, 2020, there were 819 participating employers in the PERSI Base Plan and total membership in PERSI was 165,175.

The net position for all pension and other funds administered by PERSI increased $5.0 billion during Fiscal Year 2021 and increased $0.2 billion during Fiscal Year 2020. The change in the defined benefit plans reflects the total of contributions received and an investment return less benefits paid and administrative expenses. All of the plans experienced investment gains in Fiscal Year 2021 as a result of positive market performance. Net investment income for all of the funds administered by PERSI for Fiscal Year 2021 and Fiscal Year 2020 was $5.3 billion and $0.5 billion, respectively.

Based on the July 1, 2021 actuarial valuation, PERSI's unfunded actuarial accrued liability decreased by $2,384.20 million, resulting in a change in funding status from an 87.7% funding ratio on July 1, 2020 to 99.8% on June 30, 2021. The funding ratio is the ratio of the actuarial value of the assets over the value of the actuarial accrued liability. The higher the funding ratio, the better the plan is funded.

Annual actuarial valuations for PERSI are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for PERSI since PERSI's inception. As a result of the statutory requirement that the amortization period for the unfunded actuarial accrued liability ("*UAAL*") be 25 years or less, the PERSI Board must annually analyze contribution rates. The current contribution rates, as listed below, are adequate to amortize the normal cost and UAAL balance over the required 25-year period.

Contribution Rates

Member		Employer	
General/ Teacher	Fire/ Police	General/ Teacher	Fire/ Police
7.16%	8.81%	11.94%	12.28%

Source: Financial Statements June 30, 2021 Public Employee Retirement System of Idaho

The most recent major experience study, completed in June 2018, covered the period July 1, 2011 through June 30 2017. The next major PERSI experience study is to be completed in 2022 and will cover the period of July 1, 2017 through June 30, 2021.

The University's required and paid contributions to PERSI for Fiscal Year 2020 and Fiscal Year 2021 were $3,724,444 and $3,605,855, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by State law.

Under Governmental Accounting Standards Board ("*GASB*") Statement No. 68, the University is required to record a liability and expense equal to its proportionate share of the collective net pension liability and expense of PERSI. The University recorded a net pension liability as of June 30, 2020 of $10,044,590 and $20,341,665 as of June 30, 2021, representing its proportionate share of net pension liability under PERSI. The increase to the University's net pension liability for Fiscal Year 2021 is due to the increase in the overall PERSI net pension liability, as a result of investment returns net of expenses finishing at 2.65%, 4.35% less than the assumed rate of 7.0%. This difference between assumed and actual returns resulted in an overall increase in liability, resulting in proportional increases for all PERSI participants.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2021, and therefore the information is from a source not within the University's control.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teacher's Insurance Annuity Association and Variable Annuity Life Insurance Corporation.

Employee contribution requirements for ORP are based on a percentage of total payroll. Employer contributions are determined by the State of Idaho. The University's required and paid contributions to ORP for Fiscal Year 2020 and Fiscal Year 2021 were $13,919,000 and $13,841,000, respectively. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 10 of "Appendix A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

OPEB. The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho, as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The University funds these benefits on a pay-as-you-go basis, which the University has continued to make on a timely basis: the University has not set aside any assets to pay future benefits under such plans. At June 30, 2021, the University's reported $31,700,000 as its proportionate share of the total OPEB liability. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "SECURITY FOR THE 2022A BONDS."

STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 24% of the University's total annual revenues for Fiscal Year 2022. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, and the Governor may request that the Board of Examiners approve a reversion ("*Reversion*") which would make the temporary Holdback permanent and return appropriations to the General Fund.

For Fiscal Year 2021, the Governor recommended, and the Legislature approved, a permanent 2% General Fund reduction to the University's appropriation, resulting in a base budget reduction of $2,104,000 to the University. On March 27, 2020, the Governor advised State agencies to develop plans for a one-time 5% Holdback for Fiscal Year 2021 (the "*FY2021 Holdback*") in response to the expected revenue effects of COVID-19. The FY2021 Holdback was confirmed and resulted in an additional $5,379,000 one-time reduction to the University's budget. The FY2021 Holdback did not reduce the budget for Fiscal Year 2022 and State appropriations as shown below reflect increases above original Fiscal Year 2021 appropriation, pre-FY2021 Holdback.

For Fiscal Year 2022, as part of its appropriations bill for colleges and universities, the Legislature, unrelated to COVID-19, included a $2,500,000 reduction in General Fund appropriations to remove State support for social justice programming at the State's higher education institutions, which resulted in an approximately $1,500,000 reduction to the University.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the fiscal years shown.

State General Fund Appropriations

	2018	2019	2020	2021[4]	2022
Colleges and Universities[1]	$287,053,200	$295,763,200	$306,030,600	$306,852,800	$313,109,200
Boise State University[2, 3]	$ 96,212,300	$ 99,811,800	$ 105,196,800	$ 107,580,200	$109,688,200
Percentage Increase (Decrease) over prior year for the University	3.5%	3.7%	5.4%	2.3%	2.0%

[1] Source: Sine Die Report for the respective legislative years.
[2] Source: Legislative appropriations bills for the respective legislative years: 2017 Legislature Senate Bill No. 1152, 2018 Legislature Senate Bill 1344, 2019 Legislature House Bill 267, 2020 Legislature House Bill 644, 2021 Legislature House Bill 387.
[3] Amounts do not tie to University's audited financial statements due to adjustments during the respective fiscal years.
[4] Does not reflect the Fiscal Year 2021 Holdback described above.

GRANTS AND CONTRACTS

Through various grant and contract programs, the United States government and various other public and private sponsoring agencies, provide a substantial percentage of the University's current revenues. The use of such funds is usually restricted to specific projects and is not included in the appropriated budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these grants and contracts. For Fiscal Year 2021, total grants and contracts were $57,650,513. This amount includes $8,928,423 of F&A Recovery Revenues included in Pledged Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. The

University also received $1,006,115 in pledged F&A Recovery on Federal Grant Aid Revenue, non-sponsored pandemic aid. See "SECURITY FOR THE 2022A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues" and "Historical Revenues Available for Debt Service" above. The University also received $20,093,950 in federal Pell Grants for the 2020-2021 academic year. The following table displays federally funded expenditures, for each of the last five fiscal years:

GRANTS AND CONTRACTS EXPENDITURES
(in 000s)*

	2017	2018	2019	2020	2021
Federal	$31,613	$36,121	$37,525	$40,465	$46,091
Non Federal	$ 7,689	$ 8,043	$ 9,511	$9,504	$11,560
Total	$39,302	$44,164	$47,036	$49,969	$57,651

*Excludes Federal financial aid.

Pledged Revenues do not include Restricted Fund Revenues, which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately $161 million for Fiscal Year 2021. Of such amount, approximately $52 million was in the form of direct student loans. These amounts do not include the Higher Education Emergency Relief Funds, from which the University provided additional aid to students affected by COVID-19. See "CORONAVIRUS DISEASE 2019 – THE CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY ACT" below. Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for Finance, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State's other institutions of higher education, approves the annual budgets for those institutions as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 2 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020." Moneys in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020" for further information.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

BOISE STATE UNIVERSITY FOUNDATION, INC.

The Foundation is a nonprofit corporation organized under State law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. An approximately 41 member board of directors manages the Foundation. Brandy Stemmler currently serves as Chairman of the board of directors of the Foundation.

Financial statements for the Foundation are contained in Note 13 to the University's financial statements. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020." Net assets of the Foundation at June 30, 2021 were $215,008,611.

University Advancement, a division within the University, handles donor cultivation and giving campaigns and resulting gifts are recorded by the Foundation. In Fiscal Years 2019, 2020 and 2021, gifts recorded by the Foundation totaled approximately $15.2 million $12.1 million and $28 million, respectively.

FUTURE CAPITAL PROJECTS

To address the education needs of the region and the facilities needs of the growing student body, the University implemented a Strategic Facility Fee in 2006, which the University merged with other facility fees in 2016 as part of the combined Capital Projects and Facilities Fee. The Capital Projects and Facilities Fee is a component of Student Fees which are included in Pledged Revenues. Revenues from the Capital Projects and Facilities Fee are intended to be used, together with donations, State of Idaho Permanent Building Fund monies provided by the State of Idaho, capital grants and University reserves to provide funds for construction of buildings pursuant to the University's Campus Master Plan.

The University may not undertake any capital project or long-term financing without prior Board approval. The University is in the planning and design phase to construct a new residence hall, which it expects to finance in Fiscal Year 2023. The facility is anticipated to be 450 beds with an approximate budget of $45 million, funded by debt and institutional reserves.

The University is also in the planning and design phase for a new facility for the Construction Management program. Total budget is approximately $3.5 million and the project is intended to be funded primarily through donations and in-kind support.

The University continues to evaluate future facility needs, including: faculty and staff housing, structured parking with incorporated mixed use, and maintenance of existing facilities.

LEASES

The University leases building and office facilities under various non-cancelable leases. Total costs for such leases were approximately $1.3 million for Fiscal Year 2020 and $580,000 for Fiscal Year 2021. Fiscal Year 2021 reduction in lease expense is due to the University purchasing an office building adjacent to campus in April 2020. Prior to the purchase, the University leased approximately 25,000 square feet of the facility.

CYBERSECURITY AND TECHNOLOGICAL RELIABILITY

The University has a robust, redundant, and scalable information technology infrastructure for support of core University systems, as well as a strong set of cybersecurity policies and procedures to protect its systems and proprietary information, as well as ensure compliance with state and federal regulations. The University's annual audit reviews cybersecurity policies and procedures. Additionally, the University, through the State of Idaho's Risk Management Program, maintains cyber liability insurance to help offset any financial risks that may result from a cybersecurity breach. As with all risks to which the University is exposed, loss or breach can result in legal and/or regulatory claims.

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OUTSTANDING DEBT

The University has the following debt outstanding as of January 1, 2021:

Outstanding Bonds	Original Issue Amount	Amount Outstanding
General Revenue Project and Refunding Bonds, Series 2012A	$33,330,000	$2,555,000
General Revenue Project and Refunding Bonds, Series 2013A	$14,195,000	$270,000
General Revenue Project and Refunding Bonds, Series 2013B	$11,760,000	$1,165,000
General Revenue Project and Refunding Bonds, Series 2015A[1]	$31,210,000	$26,405,000
General Revenue Refunding Bonds, Series 2016A[1]	$66,145,000	$58,120,000
General Revenue Project and Refunding Bonds, Series 2017A[1]	$67,860,000	$61,185,000
General Revenue Project Bonds, Series 2018A	$18,465,000	$16,400,000
General Revenue Refunding Bonds, Series 2020A	$9,940,000	$9,610,000
General Revenue Project and Refunding Bonds, Series 2020B (Taxable)	$44,550,000	$44,095,000
Total:	**$297,455,000**	**$219,805,000**

[1] A portion of which is to be refunded with the proceeds of the 2022A Bonds.

For additional information regarding the University's outstanding debt, see Notes 8 and 9 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020."

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2021 and 2020, which are included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, as stated in their report appearing therein. Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. Moss Adams has not performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

CORONAVIRUS DISEASE 2019

GENERAL

On March 13, 2020, the Governor of the State (the "*Governor*") proclaimed a state of emergency throughout the State as a result of COVID-19. On March 25, 2020, the Governor issued an extreme emergency declaration and an Order to Self-Isolate (the "*Stay Home Order*"), requiring that people in the State cease leaving their home or place of residence except to conduct or participate in essential activities, essential government functions or to operate essential business, which Stay Home Order was in place through the end of April 2020. The Governor has since issued a series of proclamations designed to limit social interactions and encourage or require certain measures designed to prevent the spread of COVID-19.

On April 23, 2020, the Governor announced a four-phased approach to reopening the State beginning on May 1, 2020, following the expiration of the Stay Home Order (the "*Reopening Order*"). Certain syndromic, epidemiology and healthcare criteria for each stage must be met before the State advances to the next stage. The State is currently in Stage 4.

The terms of existing proclamations and orders, including the Reopening Order, could be extended beyond the dates specified in such proclamations or orders, and additional proclamations, orders or directions intended to address the spread of COVID-19 may be issued in the future.

More generally, the current domestic and international financial disruption has had, and is expected to continue to have, negative repercussions upon State, national and global economies. Examples of potential impacts include volatility in the securities markets, significant losses in investment portfolios, a scarcity of credit, lack of confidence in the financial sector, reduced business activity, increased consumer bankruptcies, increased business failures and bankruptcies, and increased unemployment rates.

The University cannot predict if any federal, State or local authorities will issue additional proclamations or orders that can be expected to further adversely impact economic activity or the University's operations or revenue.

UNIVERSITY'S INITIAL RESPONSE TO COVID-19

In response to COVID-19, the University pivoted during the spring semester 2020 and closed housing and dining for most residents. All in-person courses were delivered online and the physical campus was essentially closed.

Fall semester 2021 was then completely redesigned, offering hybrid and fully remote courses that were traditionally delivered fully in-person. Each section offered was evaluated according to the class size and room availability. All in-person classes were reimagined to allow for social distancing. Classes were moved into larger spaces and nine new rooms were created in the Morrison Center for the Performing Arts, ExtraMile Arena and the Student Union Ballrooms. Significant technology upgrades were made to provide for remote and hybrid courses. Many students were allowed to participate in-person or via remote delivery for the same section. This allowed students who needed to isolate the ability to continue in class safely.

In addition, nearly all administrative functions converted to fully remote offices. Managers submitted plans that were reviewed and approved through the Vice President of Campus Operations office for any employees who needed to remain on campus, or who needed to come into the office periodically. While some administrative employees still work remotely, most have returned to campus. Large events did not begin to return until July 2021.

The University also created a Public Health Office and put together a comprehensive list of protocols and procedures in place to make the University's main campus as safe as possible. To this end, the University opened a Clinical Laboratory Improvement Amendments certified COVID-19 testing lab and the University obtained approval to deliver COVID-19 vaccinations. The University has been able to fully test all symptomatic or asymptomatic employees and students who come onsite with turnaround times within hours. Testing was provided before and after major holiday breaks in an effort to proactively limit spread. Contact tracing of all positive tests was, and continues to be, aggressive. Disciplined adherence to COVID-19 protocols and available testing allowed the University to remain open during the 2020-2021 academic year with a mix of online and in-person course delivery.

UNIVERSITY'S CAMPUS PLAN FOR 2021-2022 ACADEMIC YEAR

Academics. The University began the fall 2021 semester with in-person instruction, adhering to a normal academic calendar in terms of breaks and finals. Instructors are prepared to use technologies acquired and practiced last academic year to make it possible for individuals to keep up with classes if, because of a COVID-19 infection or close contract, they need to temporarily make use of remote instruction.

Vaccination. The University is not currently requiring students or staff to be vaccinated as a condition of enrollment, participation in campus events or receipt of services. The University will comply with any federal mandates related to vaccines that become applicable.

Residence. The University is providing 117 isolation beds for campus residents who test positive for COVID-19. Very few of these isolation beds were necessary during the fall 2021 semester. The remaining residence halls are operating at full capacity and other housing facilities are back online. As always, single rooms are available, but rates are higher than shared rooms.

THE CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY ACT

The Coronavirus Aid, Relief, and Economic Security Act (the "*CARES Act*") provided an estimated $2 trillion stimulus package to battle the effects of the COVID-19 pandemic. The State received $1,250,000,000 from the Coronavirus Relief Fund. The CARES Act provides that payments from the Coronavirus Relief Fund may only be used to cover costs that (i) are necessary expenditures incurred due to the public health emergency with respect to COVID-19, (ii) were not accounted for in the budget most recently approved as of March 27, 2020 for the State or government, and (iii) were incurred during the period beginning March 1, 2020, and ending on December 30, 2020.

The University has received pass-through grants from the State's CARES Act allocation in the aggregate amount of $4,205,058. As of June 30, 2021, the University had spent $3,865,608 of the awards on COVID-19 related expenditures and has received reimbursement from the State. The remaining amount will be spent during Fiscal Year 2022.

The CARES Act authorized the Higher Education Emergency Relief Funds, from which the University received $10,937,516 (the "*HEERF I Allocation*"). The University was required to give at least half of the HEERF I Allocation directly to students affected by COVID-19. As of November 13, 2020, the University had distributed $5,468,758 to eligible students. Eligible students included those (i) enrolled during the spring 2020 and fall 2020 semesters, (ii) eligible for federal financing assistance (Title IV), and (iii) not enrolled in online or dual-credit courses ("*Eligible Students*"). The University has also allocated the remaining $5,468,758 to compliant institutional expenses, including reimbursement of expenses directly related to the disruption from COVID-19.

Coronavirus Response and Relief Supplemental Appropriations Act. The CRRSAA authorized additional funding for higher education in the amount of $30.75 billion through the Higher Education Emergency Relief Fund II, from which the University received $20,644,600 (the "*HEERF II Allocation*"). As of April 30, 2021, $5,468,758 of the HEERF II Allocation had been distributed to Eligible Students, which is the amount required to be disbursed to students pursuant to the CRRSAA requirements. The University allocated the remaining $15,175,842 to compliant institutional expenses, including reimbursement of lost revenue resulting from COVID-19, by June 30, 2021.

American Rescue Plan Act. The ARPA authorized a third round of funding in the amount of $39.6 billion for higher education through the Higher Education Emergency Relief Fund III, from which the University received $36,230,459 (the "*HEERF III Allocation*"). Similar requirements are attached to the University's HEERF III Allocation as were attached to its HEERF I Allocation and HEERF II Allocation. As of January 30, 2022, $18,379,459 had been distributed to Eligible Students. The University allocated the remaining $17,851,000 to compliant institutional expenses, including lost revenue resulting from COVID-19 by December 31, 2021.

The University's compliant institutional expenses included internet upgrades, equipment for virtual instruction, technology support, staff and instructor training, COVID-19 testing, personal protective equipment and supplies, student isolation facilities, facility density modifications, refunds to students and recovery of lost revenues.

The University continues to closely monitor the proclamations from federal authorities regarding actions the University can take to address COVID-19, as well as continues to take advantage of federal resources intended to provide relief to the University in its actions and efforts to address COVID-19.

BUDGET AND REVENUE EFFECTS

The COVID-19 disruption has impacted the University's finances, but management has taken several steps to ensure balanced fiscal operations and to avoid further campus-wide budget reductions. Sales and Services Revenues declined in both Fiscal Year 2020 and Fiscal Year 2021 due to student refunds, reduced students on campus and suspended events. See "SECURITY FOR THE 2022A BONDS–PLEDGED REVENUES—Sales and Services Revenues." State Appropriations were also reduced by the Legislature in Fiscal Year 2021. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY–STATE APPROPRIATIONS." Additionally, unbudgeted expenditures have been incurred in order to provide a safe campus for students, faculty and staff. However, Student Fees continued to rise despite the pandemic and no increases in student fee rates since

Fiscal Year 2020. See "SECURITY FOR THE 2022A BONDS–PLEDGED REVENUES—Student Fees." The University has worked to offset declines in revenues, along with increased expenses, through expenditure management in auxiliaries; avoided expenditures in other areas such as travel, services and supplies; and the receipt of federal relief funds all allowed the University to end Fiscal Year 2021 with positive increases in net position and cash position.

EFFECT ON 2022A BONDS

The University's Bonds, including the 2022A Bonds, are secured by a general pledge of revenues as discussed herein. See "SECURITY FOR THE 2022A BONDS– PLEDGED REVENUES." Although the full effects of COVID-19 cannot be predicted with certainty, COVID-19 and related social distancing measures in response to COVID-19 have had an adverse effect on University revenues, as they have throughout the country. However, the University has been successful at pivoting to different platforms, managing health and safety issues on campus, while continuing to experience strong Student Fee revenue. While the full extent of the direct and indirect impacts of COVID-19 related financial disruption on the University is currently unknown and the future impact of the COVID-19 pandemic on the University cannot be reasonably estimated at this time, the University feels well equipped to address issues as they arise.

TAX MATTERS

2022A BONDS

In the opinion of Bond Counsel, interest on the 2022A Bonds *is included* in gross income pursuant to the Tax Code and *is included* in gross income for Idaho income tax purposes.

The Tax Code contains numerous provisions, including provisions related to the imposition of additional taxes, which may affect an investor's decision to purchase the 2022A Bonds. Further, under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2022A Bonds in certain situations including: (i) an owner who fails to provide certain required information to certain persons required to collect such information; (ii) the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406; or (iii) an owner fails to provide a certificate that the owner is not subject to backup withholding when such a certificate is required by the Tax Code.

[GENERAL

Bond Counsel's opinion relates only to whether interest *[*and, to the extent described below for the Discount 2022A Bonds, original issue discount*]* on the 2022A Bonds is included or excluded from gross income and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal tax consequences arising from the receipt or accrual of interest on or ownership of the 2022A Bonds. Owners of the 2022A Bonds should consult their own tax advisors as to the applicability of these consequences, including the applicable treatment of premium on the 2022A Bonds in the case of Bonds acquired at a price in excess of the principal amount thereof.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2022A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or

state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2022A Bonds. In addition, future court actions or regulatory decisions could affect the market value of the 2022A Bonds. Owners of the 2022A Bonds are advised to consult with their own tax advisors with respect to such matters.

Original Issue Discount. [Language to insert for OID where all OID is de minimis OID] With respect to 2022A Bonds that were sold in the initial offering at a discount (the "Discount 2022A Bonds"), the difference between the stated redemption price of each Discount 2022A Bond at maturity and the initial offering price of that Discount 2022A Bond to the public (as defined in Section 1273 of the Tax Code) will be treated as "de minimis original issue discount" for federal income tax purposes and will be used in determining the basis of the Discount 2022A Bonds for the purpose of determining the amount of gain or loss on such Discount 2022A Bonds on the sale or other disposition thereof. At the election of the owner of a 2022A Bond, exercised in the manner provided in the Tax Code and regulations and other official pronouncements thereunder, such de-minimis original issue discount may be treated as regular "original issue discount," a portion of which is included as interest income in the gross income of the owner of the Discount 2022A Bonds annually as provided in the Tax Code. Owners who desire to make such an election or who make such an election, and owners who do not purchase the Discount 2022A Bonds in the initial offering or who purchase the 2022A Bonds in the initial offering at a price different from the initial offering price of the Discount 2022A Bonds to the public, should consult their own tax advisors about the tax consequences thereof. For Idaho income tax purposes, the de-minimis original issue discount on the 2022A Bond, which is included from Idaho taxable income under the conditions described in the above paragraphs with respect to the other interest on the 2022A Bonds. Owners who are subject to state or local income taxation should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount 2022A Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount 2022A Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.

[Language to insert for OID where all OID is NOT de minimis OID]

The 2022A Bonds maturing on _____ __, ____, and _____ __, ____ (the "Discount 2022A Bonds"), will be issued at an initial offering price that is less than their stated redemption price at maturity. The difference between the stated redemption price of each Discount 2022A Bond at maturity and the initial offering price of that Discount 2022A Bond to the public (as defined in Section 1273 of the Tax Code) will be treated as "original issue discount" for federal income tax purposes. Under Section 1272 of the Tax Code, this original issue discount is included in gross income for federal income tax purposes as ordinary income in each year to the extent accrued in that year. The original issue discount on each Discount 2022A Bond is treated accruing for federal income tax purposes over the term of that Discount 2022A Bond on the basis of a constant yield to maturity, generally compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 of each year with straight line interpolation between compounding dates. *As a result, Owners of the Discount 2022A Bonds will be required to include the accrued original issue discount in income in each year prior to the maturity of the Discount Bond so owned, even though the Owner of that Discount Bond will not receive an actual payment in that year of any portion of the accrued original issue discount.*

The original issue discount that is accrued for federal income tax purposes will be added to the Owner's basis in the Discount 2022A Bonds, which is used for the purpose of determining gain or loss on the Discount Bond on sale or other disposition thereof. The rules relating to the computation and accrual of original issue discount are complex, and Owners of the Discount 2022A Bonds are urged to consult their own tax advisors with respect to the tax consequences of owning, and the treatment of any original issue discount with respect to, the Discount 2022A Bonds.

For Idaho income tax purposes, the de-minimis original issue discount on the 2022A Bonds which is included in Idaho taxable income under the conditions described in the above paragraphs with respect to the other interest on the 2022A Bonds.

Owners who purchase Discount 2022A Bonds in the initial offering at a price other than the original offering price thereof to the public at which a substantial amount of each maturity of the Discount 2022A Bonds was sold and owners who purchase Discount 2022A Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount 2022A Bonds. Owners who are subject to state or local income taxation should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount 2022A Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount 2022A Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

MUNICIPAL ADVISOR

The University has retained Piper Sandler & Co., Boise, Idaho, as municipal advisor (the "Municipal Advisor") in connection with the preparation of the University's financing plans and with respect to the authorization and issuance of the 2022A Bonds. The Municipal Advisor is not obligated to undertake and has not undertaken to make any independent verification or to assume responsibility for the accuracy, completeness, or fairness of the information contained in this Official Statement. The Municipal Advisor is a full service investment banking firm that provides financial advisory and underwriting services to state and local governmental entities. While under contract to the University the Municipal Advisor may not participate in the underwriting of any University debt.

ESCROW VERIFICATION

The accuracy of the mathematical computations concerning the adequacy of the maturing principal amounts of and interest earned on the government obligations, together with other escrowed moneys, to pay interest on the Refunded Bonds as the same falls due and the redemption price of, and interest on, the Refunded Bonds on the redemption date, and the mathematical computations of the yield on the 2022A Bonds and the yield on the government obligations purchased with a portion of the proceeds of the 2022A Bonds will be verified by a certified public acountant. Such verification shall be based in part upon information supplied by the Underwriter.

UNDERWRITING

The 2022A Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2022A Bonds, if any are purchased, at a price of $_____, representing the aggregate principal amount of the 2022A Bonds, plus original issuance premium of $_____, and less an Underwriter's discount of $_____.

The Underwriter may offer and sell the 2022A Bonds to certain dealers (including dealers depositing the 2022A Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

RATINGS

Moody's Investors Service has assigned its municipal rating of "Aa3" to the 2022A Bonds. S&P Global Ratings has assigned its municipal rating of "A+" to the 2022A Bonds.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2022A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2022A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2022A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

On October 1, 2021, Big City Coffee LLC filed a state court lawsuit against the University and several named employees alleging claims arising out of the coffee shop's abandonment of its licensed premises in the Albertsons Library on campus. Big City had a contract with Aramark, the University's food and beverage concessionaire, to operate a single coffee shop. Allegations relate to the coffee shop owner's claim that she was forced off campus due to her support of law enforcement. On October 28, 2021, the University's Special Deputy Attorney General, appointed by State Risk Management, filed a motion to dismiss the complaint for failure to state a claim. A hearing on the motion to dismiss was held on January 28, 2022. The claim is covered by the University's insurance.

On September 9, 2021, President Biden issued an Executive Order (the "*EO*") in order to ensure adequate COVID Safety Protocols for Federal Contractors. The University is a federal contractor, and the EO's purpose was to require most federal contractor employees to be vaccinated, or submit a medical or religious exemption request, by January 4, 2022. On October 29, 2021, the State of Idaho and the Idaho State Board of Education joined a lawsuit filed by the State of Georgia in the United States District Court for the Southern District of Georgia challenging

the EO's validity. On November 2, 2021, the Idaho State Board of Education voted to ratify the Executive Director's decision to join the lawsuit. The Board also "approve[d] the institutions' commencement of actions to the extent necessary to comply with federal Executive Order 14042." The District Court issued an order on December 7, 2021 granting a preliminary injunction, which effectively suspended any vaccine mandates on federal contractors, including the University.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the 2022A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel's approving opinion in the form of Appendix F hereto will be delivered with the 2022A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Foster Garvey PC, and by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University. Any opinion delivered by Foster Garvey PC will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the "*Undertaking*") for the benefit of the Beneficial Owners of the 2022A Bonds. Pursuant to the Undertaking, the University will agree to provide certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the "*Rule*") adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and the other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is included as APPENDIX E to this Official Statement.

The University failed to timely file one table required to be included in its annual operating data with respect to the University's General Revenue Project Bonds, Series 2018A. On February 27, 2020, the University filed a Failure to File Notice, and filed and properly linked the missing table to all CUSIPs. In connection with the financing of the 2022A Bonds, the University discovered that it failed to link its financial statements and annual operating data for Fiscal Year 2020 and Fiscal Year 2021 directly to the University's General Revenue Refunding Bonds, Series 2020A Bonds and General Revenue Project and Refunding Bonds, Series 2020B (Taxable). The information was available on the University's home issuer page under the "Financial Disclosures" tab. On February 10, the University filed a Failure to File Notice and properly linked the missing data to all CUSIPs. The University has identified the source of these errors and has updated its internal safeguards to ensure that all required annual operating data moving forward is filed in accordance with the Rule and the undertakings.

A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2022A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2022A Bonds and their market price. See also "APPENDIX E– PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING– Consequences of Failure of the University to Provide Information."

BOISE STATE UNIVERSITY

By_____
Vice President and Chief Financial Officer

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2021 AND 2020

APPENDIX B
SCHEDULE OF STUDENT FEES

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2022. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on actual collections for Fall 2021 and estimated of collections for Spring 2022 and Summer 2022.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. The number of students used to calculate Estimated Annual Revenue is less than the total number of full time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.

[Remainder of page intentionally left blank.]

APPENDIX C
GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT

(See attached)

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

(See attached)

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

(See attached)

APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL

(See attached)

APPENDIX G
BOOK ENTRY ONLY SYSTEM

T H E D E P O S I T O R Y T R U S T C O M P A N Y

SAMPLE OFFERING DOCUMENT LANGUAGE DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company ("*DTC*"), New York, NY, will act as securities depository for the securities (the "*Securities*"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds $500 million, one certificate will be issued with respect to each $500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("*Direct Participants*") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("*DTCC*"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("*Indirect Participants*"). DTC has a Standard & Poor's rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("*Beneficial Owner*") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS, SERIES 2022A (TAXABLE)

Adopted April __, 2022

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SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2022A (Taxable), of Boise State University; delegating authority to approve the terms and provisions of the 2022A Bonds in the principal amount of up to $150,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the 2022A Bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the 2022A Bonds.

* * * * * *

WHEREAS, Boise State University (the "**University**") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the "**Board**"), is authorized, pursuant to the Constitution of the State of Idaho, title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code (collectively, the "**Act**"), to issue bonds to finance or refinance "projects," as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended and supplemented, the "**Resolution**"); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, (i) on April 16, 2015, the Board adopted a Supplemental Resolution providing for the issuance of $31,210,000 General Revenue Refunding Bonds, Series 2015A, which were issued on April 30, 2015 (the "**2015A Bonds**"); (ii) on April 14, 2016, the Board adopted a Supplemental Resolution providing for the issuance of $66,145,000 General Revenue Refunding Bonds, Series 2016A, which were issued on April 27, 2016 (the "**2016A Bonds**"); (iii) on December 15, 2016, the Board adopted a Supplemental Resolution providing for the issuance of $67,860,000 General Revenue Project and Refunding Bonds, Series 2017A, which were issued on January 26, 2017 (the "**2017A Bonds**");

WHEREAS, Schedule 1 attached hereto specifically identifies certain of the 2015A Bonds, 2016A Bonds and 2017A Bonds which are capable of refunding pursuant to the Resolution (the "**Refunding Candidates**"); and

WHEREAS, the Board has determined that (i) certain of the University's 2015A Bonds as selected from the Refunding Candidates (the portion of such bonds to be refunded being referred

to herein as the "**2015A Refunded Bonds"**), (ii) certain of the University's 2016A Bonds as selected from the Refunding Candidates (the portion of such bonds to be refunded being referred to herein as the "**2016A Refunded Bonds**"), and (iii) certain of the University's 2017A Bonds as selected from the Refunding Candidates (the portion of such bonds to be refunded being referred to herein as the "**2017A Refunded Bonds**," and, collectively with the 2015A Refunded Bonds and 2016A Refunded Bonds, the "**Refunded Bonds**"), may be taxably refunded to alleviate tax-exempt compliance requirements, as well as at a debt service savings to the University; and

WHEREAS, to provide funds to refund the Refunded Bonds and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its General Revenue Refunding Bonds, Series 2022A (Taxable) (the "**2022A Bonds**"); and

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2022A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Boise State University as follows:

ARTICLE I
DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

"**Bond Purchase Agreement**" means the Bond Purchase Agreement between the University and the Underwriter in substantially the form authorized in Section 204 herein, setting forth the terms and conditions of the negotiated sale of the 2022A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2022A Bonds.

"**Bond Register**" means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2022A Bonds.

"**Book-Entry System**" means the book-entry system of registration of the 2022A Bonds described in Section 209 of this Supplemental Resolution.

"**Cede & Co.**" means Cede & Co., as nominee of DTC.

"**Code**" shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

"**Continuing Disclosure Undertaking**" means the Continuing Disclosure Undertaking with respect to the 2022A Bonds authorized by Section 204 of this Supplemental Resolution.

"**DTC**" means The Depository Trust Company, New York, New York.

"**DTC Participants**" means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

"**Delegated Officer**" means the Bursar or President of the University.

"**Delegation Certificate**" means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2022A Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

"**Escrow Account**" means the account, or subaccounts thereunder, created under the Escrow Agreement for the refunding of the Refunded Bonds.

"**Escrow Agent**" means The Bank of New York Mellon Trust Company, N.A., as escrow agent under the Escrow Agreement.

"**Escrow Agreement**" means the Escrow Agreement dated as of the date of delivery of the 2022A Bonds between the University and the Escrow Agent, providing for the defeasance and redemption of the Refunded Bonds, authorized by Section 401 of this Supplemental Resolution.

"**Escrow Securities**" shall mean direct obligations of the United States of America, or other securities, the principal and interest of which are unconditionally guaranteed by the United States of America, and including certificates evidencing ownership of serially maturing interest payments and principal payments on United States Treasury Notes or Bonds.

"**Refunded Bonds**" means collectively the 2015A Refunded Bonds, the 2016A Refunded Bonds and the 2017A Refunded Bonds in the principal amounts and maturing in the years specifically identified in the Delegation Certificate, as approved by the Delegated Officer upon sale of the 2022A Bonds.

"**Regulations**" means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

"**Representation Letter**" means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

"**Resolution**" means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

"**Securities Depository**" means DTC or any successor Securities Depository appointed pursuant to Section 210.

"**Supplemental Resolution**" means this Supplemental Resolution adopted by the Board on April __, 2022, authorizing the issuance of the 2022A Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2022A Bonds, delegating authority to approve the final terms and provisions of the 2022A Bonds, and providing for related matters.

"**Trustee**" means The Bank of New York Mellon Trust Company, N.A., having an office in San Francisco, California, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2022A Bonds.

"**2022A Costs of Issuance Account**" means the account created pursuant to Section 301 of this Supplemental Resolution, to be established, held and administered by the Escrow Agent from which the Costs of Issuance of the 2022A Bonds shall be paid by the Escrow Agent.

"**Underwriter**" means Barclays Capital Inc.

The terms "**hereby**," "**hereof**," "**hereto**," "**herein**," "**hereunder**," and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2022A Bonds through a delegation of authority as provided in Section 205 hereof. Unless the context clearly indicates otherwise – for example, the provisions of Section 204(a) through Section 204(c) take effect upon adoption of this Supplemental Resolution – this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2022A Bonds are sold and issued.

ARTICLE II
AUTHORIZATION, TERMS AND ISSUANCE OF 2022A Bonds

Section 201. Authorization of 2022A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues. In order to provide funds for refunding the Refunded Bonds, and to pay Costs of Issuance of the 2022A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, one series of taxable general revenue bonds are hereby authorized to be issued in the aggregate principal amount of up to $150,000,000. Such series of bonds shall be designated as follows: "General Revenue Refunding Bonds, Series 2022A (Taxable)". The 2022A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of $5,000 each or any integral multiple thereof.

The 2022A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 202. Bursar Designation. The Board desires to designate the Associate Vice President for Finance and Administration as the Bursar until such time as the position of Vice President for Finance and Administration has been filled on an interim basis or permanently.

Section 203. Issue Date. The 2022A Bonds shall be dated the date of their original issuance and delivery.

Section 204. Authorization of Actions Preliminary to Sale of 2022A Bonds.

(a) The Board desires to sell the 2022A Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the "**POS**"), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the "deemed finality" of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended ("**Rule 15c2-12**") in connection with the offering of the 2022A Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of the 2022A Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2022A Bonds (thereafter referred to as the "**Official Statement**"), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2022A Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2022A Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2022A Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University's undertaking for compliance with Rule 15c2-12.

(f) The Escrow Agreement between the University and the Escrow Agent, in substantially the form attached hereto as **Exhibit E**, is hereby authorized and approved, and, prior to the issuance of the 2022A Bonds, the Bursar or President of the University is hereby authorized,

empowered and directed to execute and deliver the Escrow Agreement on behalf of the Board and the University, with such changes to the Escrow Agreement from the form presented to the Board as are approved by such officer, the execution thereof to constitute conclusive evidence of such approval. The Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement.

Section 205. Sale of 2022A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the University's Bursar or President of the University (each acting solely, the "**Delegated Officer**") the power to make the following determinations on the date of sale of the 2022A Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2022A Bonds, as certified by the Underwriter, shall not exceed the rates that will achieve net present value savings in the debt service on the Refunded Bonds.

(ii) The amount of principal of the 2022A Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iii) The selection of the Refunded Bonds from the Refunding Candidates.

(iv) The maturities and amounts of the Refunded Bonds.

(v) The final maturity of the 2022A Bonds; provided that the final maturity date of the 2022A Bonds shall not be later than the last maturity of the Refunded Bonds.

(vi) The price at which the 2022A Bonds will be sold (including any underwriter's discount, original issue premium and original issue discount), provided that the underwriter's discount shall not exceed 0.60% of the principal amount of the 2022A Bonds.

(vii) The dates, if any, on which, and the prices at which, the 2022A Bonds will be subject to optional redemption.

(viii) The terms of any contract for credit enhancement of the 2022A Bonds.

(b) Upon the sale of the 2022A Bonds, the Delegated Officer shall execute a Delegation Certificate that is attached hereto as **Exhibit C** and is incorporated by reference herein reflecting the final terms and provisions of the 2022A Bonds and certifying that the final terms and provisions of the 2022A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Execution and Delivery of 2022A Bonds. The 2022A Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2022A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution

and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

Section 207. Redemption of 2022A Bonds. Upon the sale of the 2022A Bonds, the 2022A Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all 2022A Bonds are to be redeemed, the particular maturities of such 2022A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the Bonds of any maturity of the 2022A Bonds are to be redeemed, the 2022A Bonds to be redeemed will be selected by lot. If less than all of a Series 2022A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(2) Notice of Redemption:

The Resolution requires the Trustee to give notice of any redemption of the 2022A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2022A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2022A Bonds, unless upon the giving of such notice such 2022A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2022A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2022A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 208. Form of 2022A Bonds. The 2022A Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

Section 209. Book-Entry Only System.

(a) The 2022A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the 2022A Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2022A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2022A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2022A Bonds are registered in the name of

Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2022A Bonds and all notices with respect to the 2022A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2022A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2022A Bonds certificates (the "**Replacement Bonds**") to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners' interests in the 2022A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2022A Bonds. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2022A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2022A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2022A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2022A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the 2022A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

(e) Prior to any transfer of the 2022A Bonds outside the book-entry system (including, but not limited to, the initial transfer outside the book-entry system) the transferor shall provide or cause to be provided to the Trustee all information necessary to allow the Trustee to comply with any applicable tax reporting obligations, including without limitation any cost basis reporting

obligations under Code Section 6045, as amended. The Trustee shall conclusively rely on the information provided to it and shall have no responsibility to verify or ensure the accuracy of such information.

Section 210. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2022A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2022A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III
CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of 2022A Costs of Issuance Account. There is hereby established in the hands of the Escrow Agent a separate account designated as the "2022A Costs of Issuance Account." Moneys in the 2022A Costs of Issuance Account shall be used for the payment of Costs of Issuance of the 2022A Bonds or, pending payment of costs, invested pursuant to the Escrow Agreement. Any moneys remaining in the 2022A Costs of Issuance Account forty-five (45) days after issuance of the 2022A Bonds shall be transferred promptly to the University's Bond Fund held by the Trustee to pay debt service on the 2022A Bonds.

Section 302. Application of Proceeds of 2022A Bonds Upon Sale Thereof. Pursuant to the Written Certificate of the University to be delivered prior to the issuance of the 2022A Bonds, the proceeds of the sale of the 2022A Bonds (net of the Underwriter's fee for its services with respect to the 2022A Bonds) shall be deposited as follows:

(i) Proceeds of the 2022A Bonds in the amount reflected in the Written Certificate shall be wired to the Escrow Agent for deposit into the Escrow Account, in trust, which shall be directed by the University to be invested as contemplated by the Escrow Agreement and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash) to defease the Refunded Bonds.

(ii) Proceeds of the 2022A Bonds in the amount reflected in the Written Certificate shall be wired to the Escrow Agent for deposit into the 2022A Costs of Issuance Account to pay Costs of Issuance of the 2022A Bonds pursuant to Written Certificate of the University.

ARTICLE IV
REFUNDING

Section 401. Refunding and Defeasance of Refunded Bonds. In the event the 2022A Bonds are sold and issued pursuant to the authority delegated in Section 205 hereof, the Refunded Bonds shall be irrevocably called for redemption on their respective redemption dates and shall be refunded with proceeds of the 2022A Bonds, together with proceeds of investment, as provided in Section 302 hereof and in the Escrow Agreement. Notices of defeasance and redemption of the Refunded Bonds shall be given as provided in the Escrow Agreement and pursuant to the Resolution, the applicable Supplemental Resolutions, and the Representation Letter.

Pursuant to the Escrow Agreement the University shall irrevocably set aside for and pledge to the Refunded Bonds moneys and Escrow Securities in amounts which, together with known earned income from the Escrow Securities, will be sufficient in amount to pay the principal of, interest on, and any redemption premiums on the Refunded Bonds as the same become due and to redeem the Refunded Bonds on the respective redemption date. Based upon the foregoing as shall be verified by the report of The Arbitrage Group, Inc., the Refunded Bonds will be defeased upon deposit of such moneys and Escrow Securities immediately following the delivery of the 2022A Bonds.

After all the Refunded Bonds shall have become due and payable upon maturity or pursuant to call for redemption, any investments remaining in the Escrow Account shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of Refunded Bonds not yet presented for payment, including interest due and payable, shall be paid over to the University for deposit into the Bond Fund.

Section 402. Escrow Securities. Pursuant to the Escrow Agreement, Escrow Securities shall be purchased with proceeds of the 2022A Bonds and deposited into the Escrow Account to defease the Refunded Bonds. In the event that state and local government series securities (SLGS) are not available for purchase, the Board authorizes a request for bids be issued on behalf of the University by a bidding agent (the "**Bidding Agent**"), to solicit bids to provide certain Escrow Securities purchased on the open market for deposit into the Escrow Account pursuant to the Escrow Agreement (the "**Open Market Securities**"). The University is authorized to direct that the Bidding Agent solicit bids for the Open Market Securities in a manner that will avail the University of the safe harbor for establishing the yield on the Escrow Securities contained in Section 1.148-5(d)(6)(iii) of the Regulations.

Upon determination by the Bidding Agent of the best bid for providing the Open Market Securities, the Bursar of the University or President of the University is hereby authorized to accept the bid and to do or perform all such acts as may be necessary or advisable to evidence the University's acceptance and approval of the bid and to carry the same into effect.

The officials of the University are directed to obtain from the Bidding Agent prior to issuance of the 2022A Bonds, such certifications as shall be necessary to evidence the University's compliance with Section 1.148-5(d)(6)(iii) of the Regulations.

ARTICLE V
MISCELLANEOUS

Section 501. Other Actions With Respect to 2022A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2022A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2022A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the 2022A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

Section 502. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2022A Bonds, but the holders of the 2022A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 503. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

[The remainder of this page has been left blank intentionally;
the following page is the execution page.]

ADOPTED AND APPROVED this ___ day of April, 2022.

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

_____

President

ATTEST:

_____

Secretary

SCHEDULE 1

SCHEDULE OF REFUNDING CANDIDATES

Series 2015A Bonds: Call Date: April 01, 2025

April 1 Year	Amount	Interest	CUSIP 097464
2026	$1,970,000	5.000%	XS5
2027	2,075,000	5.000	XT3
2028	2,170,000	5.000	XU0
2029	2,280,000	5.000	XV8
2030	1,395,000	5.000	XW6
2031	1,470,000	5.000	XX4
2032	1,535,000	5.000	XY2
2033	1,615,000	5.000	XZ9
2034	1,695,000	5.000	YA3
2037*	4,840,000	3.625	YB1

*** Term bond stated maturity**

Series 2016A Bonds: Call Date: April 01, 2026

April 1 Year	Amount	Interest	CUSIP 097464
2027	$ 2,075,000	5.000%	YY1
2028	2,180,000	3.000	YZ8
2029	2,240,000	3.000	ZA2
2030	3,515,000	5.000	ZB0
2031	3,700,000	5.000	ZC8
2032	3,940,000	5.000	ZD6
2033	4,260,000	5.000	ZE4
2036*	15,330,000	3.000	ZG9
2039*	8,880,000	3.125	ZF1

*** Term bond stated maturity**

Series 2017A Bonds: Call Date: April 01, 2027

April 1 Year	Amount	Interest	CUSIP 097464
2028	$2,435,000	5.000%	C58
2029	2,565,000	5.000	C66
2030	2,685,000	5.000	C74
2031	2,820,000	5.000	C82
2032	3,020,000	5.000	C90
2033	3,275,000	5.000	D24
2034	3,795,000	5.000	D32
2035	4,105,000	5.000	D40
2036	4,310,000	5.000	D57
2037	4,525,000	5.000	D65
2042*	6,355,000	3.625	D81
2047*	7,810,000	5.000	D73

* **Term bond stated maturity**

EXHIBIT A

FORM OF BOND PURCHASE AGREEMENT

EXHIBIT B

FORM OF CONTINUING DISCLOSURE UNDERTAKING

EXHIBIT C

FORM OF DELEGATION CERTIFICATE

EXHIBIT D

[FORM OF 2022A BONDS]

R-_____ $_____

UNITED STATES OF AMERICA
STATE OF IDAHO

BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS,
SERIES 2022A (TAXABLE)

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP NO.
_____%	April 1, _____	_____, 2022	097464____

Registered Owner: CEDE & CO.

Principal Amount: _____
DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on October 1, 2022, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The

principal of, interest on, and redemption price of this Bond is payable solely from Pledged Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of this Bond. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security for this Bond, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by The Bank of New York Mellon Trust Company, N.A. (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Refunding Bonds, Series 2022A (Taxable) (the "Bonds") of the University issued in the aggregate principal amount of $_____ for the purpose of refunding certain outstanding Bonds of the University and paying Costs of Issuance thereof. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly title 33, chapter 38, Idaho Code, title 57, chapter 5, Idaho Code, and a Resolution providing for the issuance of revenue bonds, duly adopted and authorized by the Board of Trustees of the University (the "Board") on September 17, 1992, as previously supplemented and amended, and as further supplemented and amended by a Supplemental Resolution adopted by the Board on April __, 2022, authorizing the issuance of the Bonds (collectively, the "Resolution"). All capitalized terms used in this Bond and not defined herein shall have the meanings of such terms as defined in the Resolution.

[Final redemption provisions to be inserted]

Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.

The Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.

The Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond do exist, have happened, been done, and performed, and that the issuance of this Bond and the other bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

[Signatures Appear on Following Page]

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board, and the official seal of the University to be imprinted hereon, as of this ____ day of _____, 2022.

BOARD OF TRUSTEES
BOISE STATE UNIVERSITY

By: _____
President, Board of Trustees

By: _____
Bursar

ATTESTED BY:

_____
Secretary, Board of Trustees

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Refunding Bonds, Series 2022A (Taxable), described in the within-mentioned Resolution.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Trustee

By: _____
Authorized Signature

Date of Authentication: _____

* * * * * *

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common
TEN ENT - as tenants by the entirety
JT TEN - as joint tenants with right of survivorship and not as tenants in common

UNIF GIFT MIN ACT - under Uniform Transfers to Minors Act

_____ _____
(Cust) (Minor)

_____
(State)

Additional abbreviations may also be used though not in the list above.

For value received _____ hereby sells, assigns and transfers unto

INSERT SOCIAL SECURITY OR
OTHER IDENTIFING NUMBER OF ASSIGNEE

_____
(Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and appoints _____ attorney to register the transfer of said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____ Signature: _____

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

* * * * * *

EXHIBIT E

FORM OF ESCROW AGREEMENT

MOODY'S
INVESTORS SERVICE

CREDIT OPINION
10 February 2022

Rate this Research

Contacts

Heather Correia +1.214.979.6868
Analyst
heather.correia@moodys.com

Michael Osborn +1.212.553.7799
VP-Senior Analyst
michael.osborn@moodys.com

Susan I Fitzgerald +1.212.553.6832
Associate Managing Director
susan.fitzgerald@moodys.com

CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454

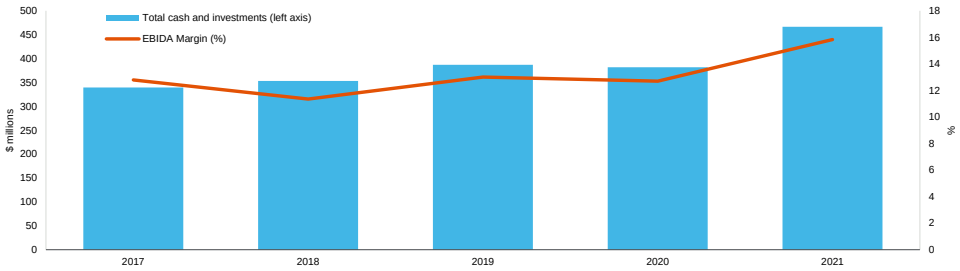
Boise State University, ID

Update to credit analysis

Summary

Boise State University (BSU), ID's (Aa3 stable) credit profile is supported by its favorable role as a comprehensive urban public university. The university's ability to attract a substantial non-resident enrollment, along with its multiple delivery modes and increasing outreach across Idaho, will continue to support steady student demand. The university has consistently generated sound operating performance. We expect this to continue despite potential state mandated salary increases without offsetting increases in state appropriations because of the university's very good financial policy and budgeting practices. Total wealth levels are comparatively strong, with over $466 million of cash and investments buffering 1.2 years of operations, and with nearly 250 days cash on hand. Leverage will remain manageable inclusive of identified capital plans, with a moderate unfunded pension liability.

Exhibit 1
BSU's strong operating performance contributes to growth in wealth



Source: Moody's Investors Service

Credit strengths

» Favorable revenue diversity with approximately 25% received from the State of Idaho (Aaa stable), modestly growing enrollment and a moderate-size research base

» Strong growth in wealth and liquidity over the past five years

» Manageable leverage inclusive of future capital plans

Credit challenges

» State of Idaho (Aaa stable) reduced appropriations in fiscal 2020 and fiscal 2021, and the university agreed to freeze tuition in fiscal 2021 and fiscal 2022, limiting revenue growth

» Moderate fund-raising, which will limit wealth growth relative to peers

Rating outlook

The stable outlook reflects Moody's expectations of continued steady enrollment growth while maintaining positive operating performance and growing wealth and liquidity.

Factors that could lead to an upgrade

» Substantial increase in total wealth and liquidity

» Material growth in the overall size and scope of the university, including total operating revenue, enrollment, and research profile

Factors that could lead to a downgrade

» Sustained deterioration of operating performance and cash flow margins

» Material enrollment declines and/or lower net tuition revenue

» Notable declines in operating appropriations from the state of Idaho

Key indicators

Exhibit 2
BOISE STATE UNIVERSITY, ID

	2017	2018	2019	2020	2021	Median: Aa Rated Public Universities
Total FTE Enrollment	16,313	16,962	17,672	16,963	17,640	30,559
Operating Revenue ($Million)	378.3	398.3	422.2	443.0	440.4	1315.2
Annual Change in Operating Revenue (%)	5.9	5.3	6.0	4.9	-0.6	1.3
Total Cash & Investments ($Million)	339.3	353.2	387.0	382.0	466.4	1601.9
Total Debt ($Million)	230.8	233.3	223.2	232.8	219.8	714.5
Total Cash & Investments to Total Debt (x)	1.1	1.1	1.3	1.2	1.6	1.5
Total Cash & Investments to Operating Expenses (x)	0.7	0.7	0.7	0.7	0.9	0.8
Monthly Days Cash on Hand (x)	174	172	171	191	247	166
EBIDA Margin (%)	12.8	11.4	13.0	12.7	15.8	10.5
Total Debt to EBIDA (x)	4.8	5.2	4.1	4.1	3.2	4.7
Annual Debt Service Coverage (x)	2.5	2.2	3.2	3.2	4.2	2.9

Source: Moody's Investors Service

Profile

Located in the capital city of Idaho, Boise State University (BSU) is the largest comprehensive public university in the state. In fiscal 2021, BSU generated operating revenue of $440.4 million and enrolled 17,640 full-time equivalent (FTE) students (Fall 2021).

Detailed credit considerations

Market position: mid-sized public university supported by substantial non-resident enrollment

The university's excellent brand and strategic position will continue to be supported by its role as the state's largest public university, as well as its growing research activity. With its investment in online and hybrid programming and increased offerings throughout Idaho, we expect enrollment to continue growing modestly. The university has historically attracted about 36% of students from outside the state, complementing its in-state draw and supporting growing net tuition revenue. Given its demand, the university likely has some pricing flexibility should it need to increase tuition to offset rising expenses.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moodys.com for the most updated credit rating action information and rating history.

Boise State was given an R2 Carnegie classification in fiscal 2019, and the university continues to expand its research profile and activity. The university's Materials Science Building opened in fiscal 2021, and houses expanded academic programs and research efforts. The university's $38 million in research expenses during fiscal 2021 have grown from $28 million in fiscal 2017.

Operating performance: strong operating performance supported by diversified revenue base and very good financial policies

Continued strong operating performance will be supported by the university's evidenced favorable budgeting practices, revenue diversity, growing enrollment, and likely modest increase in state funding in fiscal 2023.

A rebound in enrollment and return to on-campus living will result in growing student generated revenue, and Idaho's strong economy supports our expectations of a modest increase in state funding for fiscal 2023. The university was able to maintain favorable performance during the pandemic through federal relief funds (about $80 million in CARES, HEERF and state funds over fiscal 2020-2022) along with furloughing staff and holding position vacations. Going forward, mandated salary increases will lead to rising expenses, but we expect that the university will continue to take steps to maintain structural balance.

Wealth and liquidity: relatively strong and growing total cash and investments, although below aspirational peers

Boise State's total wealth will continue improving due to conservative budgeting and investment returns. At fiscal 2021 year-end, BSU's total cash and investments increased to $466.4 million, a 22% increase over prior year. Management attributes the uptick to strong operating performance coupled with healthy investment returns. In terms of absolute dollars, the university is still below peers, but spendable cash and investments to operating expenses of 0.87 times is better than Aa3 medians.

While the university is not currently involved in a fundraising campaign, gift revenue remains steady, with a three-year average of $40 million. Annual gifts did decline during fiscal 2021, however, a result of the ongoing pandemic.

Liquidity

Liquidity improved again in fiscal 2021. At fiscal 2021 year-end, the university reported $254.8 million in monthly liquidity, which equates to 247 days cash on hand (DCOH), above the Aa median of 166 monthly days cash on hand.

Leverage: manageable debt and pension burdens with plans to borrow in the near-term

Despite plans to borrow in the next two years, leverage will remain manageable due continued principal amortization, diversified capital funding sources and moderate unfunded pension liability.

Over the past five years, capital reinvestment and facility maintenance have at least covered depreciation. Total cash and investments relative to total adjusted debt is adequate at 1.27 times. Total adjusted debt to adusted EBIDA is strong at 5.3 times, supporting debt affordability inclusive of a planned issuance in fiscal 2023 to finance a first-year housing project.

Legal security

The university's outstanding and anticipated general revenue bonds are secured by Pledged Revenues of the Boise State University, which include tuition and student fees, auxiliary revenue and other specified revenue. The university has covenanted to establish and maintain Pledged Revenues greater than 1.1 times annual debt service. Fiscal 2021 Pledged Revenues of $193.3 million provide approximately 9.5 times 2022 annual debt service ($20.4 million), including the proposed series 2022A bonds.

Debt structure

Total debt outstanding, excluding the proposed series 2022A bonds, was $366 million at fiscal 2021 year-end. This balance consists of $220 million in revenue bonds, $104 million in Moody's adjusted pension liability and $40 million in a service concession arrangement (the university entered into a P3 agreement in 2015 with Greystar Real Estate Partners to develop and operate a residential Honors College and Sawtooth Hall, a freshman housing facility).

Proceeds from the proposed series 2022A bonds will be used to advance refund series 2015A, 2016A and 2017A for savings. Post-sale, the debt service schedule is descending with final maturity in 2050. Principal amortization is average with 47% retired in ten years.

Debt-related derivatives

The university has no exposure to variable rate debt or interest rate swaps.

Pensions and OPEB

The university has a moderate pension obligation that accounts for approximately 28% of its total outstanding debt as of June 30, 2021. BSU participates in a cost-sharing multiple-employer defined benefit plan administered by the Public Employee Retirement System of Idaho (PERSI). Since 1990, new employees at the university have been automatically enrolled in a defined contribution plan. The university's total adjusted debt, including the unfunded pension liability, to operating revenues is 0.83 times, favorably below the Aa3 medians of 1.21 times.

ESG considerations

Environmental

The university currently does not have material exposure to environmental risks. The university is located in Boise in Ada County. Based on our ESG data, the county is at high risk for water stress, and median stress for heat stress. BSU has a variety of sustainability measures focused on building infrastructure with a low carbon footprint, and also has some research focus in areas of sustainability.

Social

Boise State University has exposure to several social considerations. Demographics within the state of Idaho, specifically in the Boise metropolitan area, are favorable, with a growing population and increasing number of high school graduates expected through 2026. However, the state's college going rate remains relatively low, and the higher education market remains highly competitive. Favorably, the university's urban location and prominent role as the largest public university in the state have enhanced the university's competitive position within the state and region.

Governance

BSU's strong management team budgets conservatively, and takes proactive measures to ensure structural balance, positioning the university to weather future uncertainty. The university also has a demonstrated thoughtfulness when it comes to recruiting and retainment of students, leveraging both resident and non-resident markets. The university remains exposed to salary increases imposed by the state legislature, which the state has traditionally funded at only 50%, expecting the universities to offset the remaining expense with net tuition revenue growth.

The university's board is political: the eight members of BSU's Board of Trustees also serve as the Idaho State Board of Education, which governs K-20 education in the state of Idaho. A single board provides consistency of educational goals and policies across institutions. The board has a fiduciary duty not only to BSU, but all others across the state.

Rating methodology and scorecard factors

The principal methodology used in this rating was Higher Education Methodology published in August 2021. The Higher Education Methodology includes a scorecard that summarizes the factors that are generally most important to higher education credit profiles. Because the scorecard is a summary and may not include every consideration in the credit analysis for a specific issuer, a scorecard indicated outcome may or may not match an assigned rating. We assess brand and strategic positioning, financial policy and strategy, and operating environment on a qualitative basis.

Exhibit 3

Boise State University, ID

Scorecard Factors and Sub-factors		Value	Score
Factor 1:	**Scale (15%)**		
	Adjusted Operating Revenue (USD Million)	440	A
Factor 2:	**Market Profile (20%)**		
	Brand and Strategic Positioning	Aa	Aa
	Operating Environment	A	A
Factor 3:	**Operating Performance (10%)**		
	EBIDA Margin	16%	Aa
Factor 4:	**Financial Resources and Liquidity (25%)**		
	Total Cash and Investments (USD Million)	466	Aa
	Total Cash and Investments to Operating Expenses	1.2	Aa
Factor 5:	**Leverage and coverage (20%)**		
	Total Cash and Investment to Total Adjusted Debt	1.3	Aa
	Annual Debt Service Coverage	4.2	Aaa
Factor 6:	**Financial Policy and Strategy (10%)**		
	Financial Policy and Strategy	A	A
	Scorecard-Indicated Outcome		Aa3
	Assigned Rating		Aa3

Source: Moody's Investors Service

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Primary Credit Analyst:
Gauri Gupta, Chicago + 1 (312) 233 7010; gauri.gupta@spglobal.com

Secondary Contact:
Phillip A Pena, San Francisco + 1 (415) 371 5039; phillip.pena@spglobal.com

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Related Research

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile		
US$150.0 mil gen rev rfdg bnds (taxable) ser 2022A due 04/01/2050		
Long Term Rating	A+/Stable	New
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed

Rating Action

S&P Global Ratings has assigned its 'A+' rating to Boise State University (BSU), Idaho's series 2022A bonds and affirmed its 'A+' long-term rating and underlying rating (SPUR) on various bonds issued for BSU. The outlook is stable.

Total pro forma debt as of June 30, 2021, is $263.7 million including the series 2022A bonds as well as a future expectation of $45 million to be issued in fiscal 2023 for a student housing project for which planning and design has been approved by the university board. All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. This student fee is internally dedicated to debt service, and there is no debt service reserve fund. The 2022A bonds are secured by pledged revenues on parity with the other bonds.

The proceeds of the 2022A bonds will be used to advance refund on a taxable basis, all or a portion of the series 2015A, series 2016A, series 2017A, and to pay costs of issuing the 2022A bonds.

COVID initiated many changes at BSU, such as transitioning all course to an online format in March 2020 until June 2020, offering courses in the fall of 2020 and spring 2021 in a hybrid manner, and creating a public health office in April 2020. The university redesigned its course offerings with options for hybrid and fully remote courses that were traditionally delivered fully in-person. Each section offered was evaluated according to the class size and room availability. All in-person classes were reimagined to allow for social distancing. Fall 2021 and spring 2022 remain in person and the university does not mandate the vaccine, though strongly encourages it. Management reports that vaccination status of students on campus remains high relative to the state vaccination status.

Credit overview

We assess the university's enterprise profile as strong, reflecting stable overall demand metrics which includes growing full time equivalent (FTE) enrollment for fall 2021 and expectation of growth to continue coupled with increasing geographic diversity. We assess BSU's financial profile as very strong, with consistent full-accrual operating surpluses and pro forma available resources that are in line with the rating category. We believe these combined credit factors lead to a stand-alone credit profile of 'a+' and a long-term rating of 'A+'.

The ratings further reflect our assessment of BSU's:

- History of reporting positive adjusted financial operations on a full-accrual basis, as a result of good fiscal stewardship with a focus on operations and conservative budgeting;

- Growth in enrollment in fall 2021, with expectation of continued growth for fall 2022; and
- Solid available resource ratios for the rating category.

Partially offsetting these strengths, in our view, are the university's:

- Somewhat weak acceptance rate relative to medians, though in line with those of similarly rated peers, and
- Slightly above-average pro forma debt relative to the rating category.

The stable outlook reflects our expectation that, over the next two years, BSU will continue to generate full-accrual operating results and maintain its available resources relative to operations and pro forma debt, while maintaining enrollment trends.

BSU is in Boise, in western Idaho. It was founded in 1932 and has the largest enrollment of any public Idaho post-secondary institution, with 17,640 FTE students as of fall 2021. The university is fully accredited by the Northwest Commission on Colleges and Universities through 2026, and a number of its academic programs have also obtained specialized accreditation. The majority of students are undergraduates (about 89%), and 66% of the student body is from the state, although a larger portion of freshmen are from out of state. BSU competes for students with both in- and out-of-state public universities.

Environmental, social, and governance

Vaccine progress in the U.S. has helped alleviate some health-and-safety social risks stemming from COVID-19; however, in our view, BSU, like other not-for-profit colleges and universities, continues facing potential operational pressures in light of emerging COVID-19 variants. At this time, BSU is not requiring faculty, staff, and students to get a COVID-19 vaccine; however, the university highly encourages anyone eligible to do so. We believe management has taken prudent actions regarding the health and safety of its students, faculty, and staff through its remote and hybrid instruction options. The somewhat lower vaccination rates in the region could challenge these efforts, particularly if students, faculty, or staff become infected with the highly contagious Delta or Omicron variants. Positivity rate for fall term was very low at near 2% while the community rate was approximately 20%. Despite the elevated social risk, we believe environmental and governance risks at BSU are in line with our view of the sector as a whole.

Stable Outlook

Upside scenario

Credit factors that could lead to a positive rating action over time include sustained enrollment growth, stable demand metrics, supporting additional debt beyond what is currently planned by commiserate growth in available resources, or consistently higher operating margins.

Downside scenario

Although unlikely during the outlook period, credit factors that could lead to a downgrade include consecutive years enrollment declines, significant operating deficits, erosion of available resources relative to the rating category, or the issuance of new debt to levels that significantly increase BSU's debt burden and cause available resources to drop to levels that we consider less than adequate for the rating.

Credit Opinion

Enterprise Profile

Market position and demand

We view the university's enrollment and demand profile as solid, with historical steady growth in FTE and strengthening demand metrics, despite significant competition both in and out of state. However, similar to other universities, the COVID-19 pandemic affected FTE enrollment, resulting in a modest decline in fall 2020. The university rebounded quickly and saw an improvement in fall 2021. FTE enrollment increased by 4% to 17,640, compared with 16,962 in fall 2020. We expect management will continue to focus on enrollment, with efforts aligned toward recruitment, retention, and employability. Management expects continued growth in enrollment as Idaho demographics (particularly in southwest Idaho) are projecting increases in the 15-to-19-year-old population over the next five years.

For fall 2021, freshman applications rose by approximately 1% from the previous year, totaling 15,648. The increase was primarily the result of the continuation of an in-state program, started in fall 2019, aimed at encouraging students to apply, coupled with out-of-state demand. The selectivity rate for fall 2021 was 83.1%, which was weaker as compared with that of the prior year. Although the matriculation rate was also weaker, at 23.7% for fall 2020 (compared with a five-year average of 31.3%), BSU enrolled its largest freshman class (3,171) in fall 2021. While the university adopted a test-optional applications process through the pandemic, student quality, as measured by the average entering freshman American College Testing score (23), is slightly above average for the rating category. Retention of 76% is slightly higher than the historical average of 74%. Its six-year graduation rate increased, to 53% from 46% in fall 2018, but still remains low compared with national averages.

BSU's fundraising is done through the BSU Foundation. The university concluded its $25 million scholarship campaign in 2017, having raised $52 million. In our view, fundraising remains moderate. We expect fundraising will continue at historical levels.

Management and governance

We view the effectiveness of BSU's management and governance as solid and in line with the rating. Dr. Marlene Tromp has served as the university's president since July 1, 2019, and while we view the management team as stable, there have been a few additions to the senior management team since our last review. In 2021, Dr. John Buckwalter was appointed as the provost. Prior to his position at Boise State University, Dr. Buckwalter served as the dean of the College of Health and Human Sciences at Kansas State University. In addition, Jeramiah Dicky was also appointed the executive director of athletics in early 2021 after serving as the associate vice president for intercollegiate athletics since February 2017 at Baylor University. Currently the university is conducting a search for a vice president of research and a vice president of student affairs and anticipates that they will have made a decision by mid-2022. Despite recent changes to senior management, we view the management team's stability and depth (particularly at the office of finance) favorably overall and as mitigating factors to these changes.

Management oversight and determination of BSU policies and standards is vested with the board, which also serves as

the Idaho State Board of Education, the Regents of the University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional-Technical Education and Vocational Rehabilitation. The governor appoints seven of the members of the combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the board for a four-year term.

The new university president recently introduced strategic themes that include strengthening its research mission, increasing the awareness of program offerings, and outreach to rural students. We view management's commitment to these areas favorably. We also take a positive view of management's standards for operational performance and effectiveness. The university budgets conservatively and produces interim comparative quarterly financial reports prepared using a modified accrual basis of accounting, including management's discussion and analysis. We view this as a best practice.

Financial Profile

Financial operations

We characterize BSU's financial performance as sound, with the expectation of continued operating surpluses resulting from conservative budgeting practices, and healthy growth in net tuition revenue. For fiscal 2021, net operating income increased to 6.7% from 4.1% in fiscal 2020. Grant and contract revenues increased $8 million, or 15%; federal funding represents 73% of the increase.

As Idaho's largest public university, BSU receives one of the biggest portions of state appropriation allocations for public institutions totaling: $102.8 million in fiscal 2019, and $108.0 million in fiscal 2020. For fiscal 2021, state appropriations were about 1% lower due to COVID-19 at $ 107.1 million; however, they increased to $109.7 million in fiscal 2022. The Idaho Department of Public Works also provides capital funding for various construction projects and repairs at the university; the amount varies from year to year.

While BSU receives a large share of state appropriations, student-related fees (tuition and fees and auxiliary revenues) account for the majority of revenues. The university's revenue composition has remained about the same over the past year: appropriations at 24% of total operating revenue; student fees, net at 37%; grants and contracts at 17%; sales and services contribute 9%; and gifts at 6% of total revenue. Modest fee increases, coupled with a history of enrollment growth, have led to healthy increases in net tuition revenue, ranging between 5% and 10% over the past five years. For fiscal 2020 and fiscal 2021, full-time tuition for residents was $8,060, although room and board increased by 9.2% in fiscal 2022. The increase resulted in an overall change of 5.6% to total resident costs (including fees and tuition). In our view, they remain comparable with those of peer institutions, and modest tuition and fee increases should allow BSU to further increase its net tuition revenue.

Available resources

The university's financial resource ratios continue to grow, and we believe they are solid for the rating. Total net assets as of June 30, 2020, increased by 5.7% from the previous year, to $525 million. As of Dec., 31, 2021, the university investment portfolio totaled $157.8 million, which we anticipate will result in a healthy increase in net assets in fiscal 2022. In addition, the university benefits from a separate foundation that as of June 30, 2021, had total assets of $ 215

million, only $17.8 million of which was unrestricted. After adjusting for Governmental Accounting Standards Board Statement No. 68 and including the foundation's unrestricted net assets (UNA), BSU's available resources (as measured by adjusted UNA) totaled $210.9 million, equal to 46% of operating expenses and 80% of total pro forma debt. Cash and investments were slightly stronger totaling $256.3 million or 56% of total adjusted operating expense and 97% of total pro forma debt.

Debt and contingent liabilities

Total pro forma debt for the university is $263.7 million including the series 2022A bonds as well as a future expectation of $45 million to be issued for a student housing project for which planning and design has been approved by the university board. All of BSU's bonds are parity general-revenue debt secured by the university's unlimited student-fee pledge. Management indicates it plans to build an additional building to house first-year students, with an estimated cost of $45 million, and a construction management building. We have included the student housing debt in our total pro forma debt calculation, however, MADS does not include the debt service associated with it since the university plans to issue this debt later in fiscal year 2023.

Pro forma maximum annual debt service occurs in in 2023 and is about $18.6 million, which is slightly high for the rating category. However, this is offset by the fact that the university amortizes about $20 million of debt per year, and overall, debt remains manageable for the rating category, at 4.1% of fiscal 2021 adjusted operating expenses. We view management's debt portfolio as conservative, with all debt being fixed rate with level amortization. Other capital projects under consideration include faculty and staff housing. Given the university's history of conservative fiscal management, we expect debt issuance will be manageable and in line with sufficient increases in resources, although we will evaluate additional debt at the time of issuance.

Boise State University, Idaho Enterprise And Financial Statistics

	--Fiscal year ended June 30--				
	2022	**2021**	**2020**	**2019**	**2018**
Enrollment and demand					
Headcount	25,829	24,103	26,272	25,540	24,154
Full-time equivalent	17,640	16,962	17,686	16,962	16,317
Freshman acceptance rate (%)	83.1	77.5	77.4	80.7	84.0
Freshman matriculation rate (%)	24.4	23.7	25.7	32.4	36.8
Undergraduates as a % of total enrollment (%)	86.8	86.2	87.3	86.4	86.0
Freshman retention (%)	76.0	77.8	79.5	79.5	79.8
Graduation rates (six years) (%)	53.0	54.0	50.0	45.8	43.4
Income statement					
Adjusted operating revenue ($000s)	N.A.	489,045	490,803	464,457	438,193
Adjusted operating expense ($000s)	N.A.	458,376	471,641	444,878	429,433
Net adjusted operating income ($000s)	N.A.	30,669	19,162	19,579	8,760
Net adjusted operating margin (%)	N.A.	6.69	4.06	4.40	2.04
Estimated operating gain/loss before depreciation ($000s)	N.A.	59,174	47,623	47,491	37,098
Change in unrestricted net assets (UNA; $000s)	N.A.	23,440	21,005	24,193	(12,491)
State operating appropriations ($000s)	N.A.	107,108	108,013	102,793	100,462

Boise State University, Idaho Enterprise And Financial Statistics (cont.)

	--Fiscal year ended June 30--				
	2022	**2021**	**2020**	**2019**	**2018**
State appropriations to revenue (%)	N.A.	21.9	22.0	22.1	22.9
Student dependence (%)	N.A.	48.2	52.0	53.0	52.1
Health care operations dependence (%)	N.A.	N.A.	N.A.	N.A.	N.A.
Research dependence (%)	N.A.	11.8	10.2	10.1	10.1
Endowment and investment income dependence (%)	N.A.	0.3	0.7	0.9	0.8
Debt					
Outstanding debt ($000s)	N.A.	220,651	230,775	221,180	231,280
Proposed debt ($000s)	N.A.	133,735	N.A.	N.A.	N.A.
Total pro forma debt ($000s)	N.A.	263,748	N.A.	N.A.	N.A.
Pro forma MADS	N.A.	18,628	N.A.	N.A.	N.A.
Current debt service burden (%)	N.A.	4.14	4.44	4.60	5.37
Current MADS burden (%)	N.A.	4.46	4.33	4.63	4.80
Pro forma MADS burden (%)	N.A.	4.06	N.A.	N.A.	N.A.
Financial resource ratios					
Endowment market value ($000s)	N.A.	215,009	169,742	179,144	186,745
Related foundation market value ($000s)	N.A.	215,009	169,742	179,144	186,745
Cash and investments ($000s)	N.A.	256,324	212,674	222,315	218,917
UNA ($000s)	N.A.	170,604	147,164	126,159	101,966
Adjusted UNA ($000s)	N.A.	210,899	202,750	180,508	154,668
Cash and investments to operations (%)	N.A.	55.9	45.1	50.0	51.0
Cash and investments to debt (%)	N.A.	116.2	92.2	100.5	94.7
Cash and investments to pro forma debt (%)	N.A.	97.2	N.A.	N.A.	N.A.
Adjusted UNA to operations (%)	N.A.	46.0	43.0	40.6	36.0
Adjusted UNA plus debt service reserve to debt (%)	N.A.	95.6	87.9	81.6	66.9
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	80.0	N.A.	N.A.	N.A.
Average age of plant (years)	N.A.	14.6	13.7	13.0	12.1
OPEB liability to total liabilities (%)	N.A.	7.6	7.0	6.0	6.6

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current debt service burden = 100*(current debt service expense/adjusted operating expenses). Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term and long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation. Average age of plant = accumulated depreciation/depreciation and amortization expense.

Related Research

Through The ESG Lens 2.0: A Deeper Dive Into U.S. Public Finance Credit Factors, April 28, 2020

Ratings Detail (As Of February 10, 2022)

Ratings Detail (As Of February 10, 2022) (cont.)		
Boise State Univ PCU_USF		
Unenhanced Rating	A+(SPUR)/Stable	Affirmed
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF		
Long Term Rating	A+/Stable	Affirmed
Boise State Univ PCU_USF (FGIC) (MBIA) (National)		
Unenhanced Rating	A+(SPUR)/Stable	Affirmed
Boise St Univ gen rev proj and rfdg		
Long Term Rating	A+/Stable	Affirmed
Boise St Univ gen rev proj and rfdg		
Long Term Rating	A+/Stable	Affirmed

Many issues are enhanced by bond insurance.

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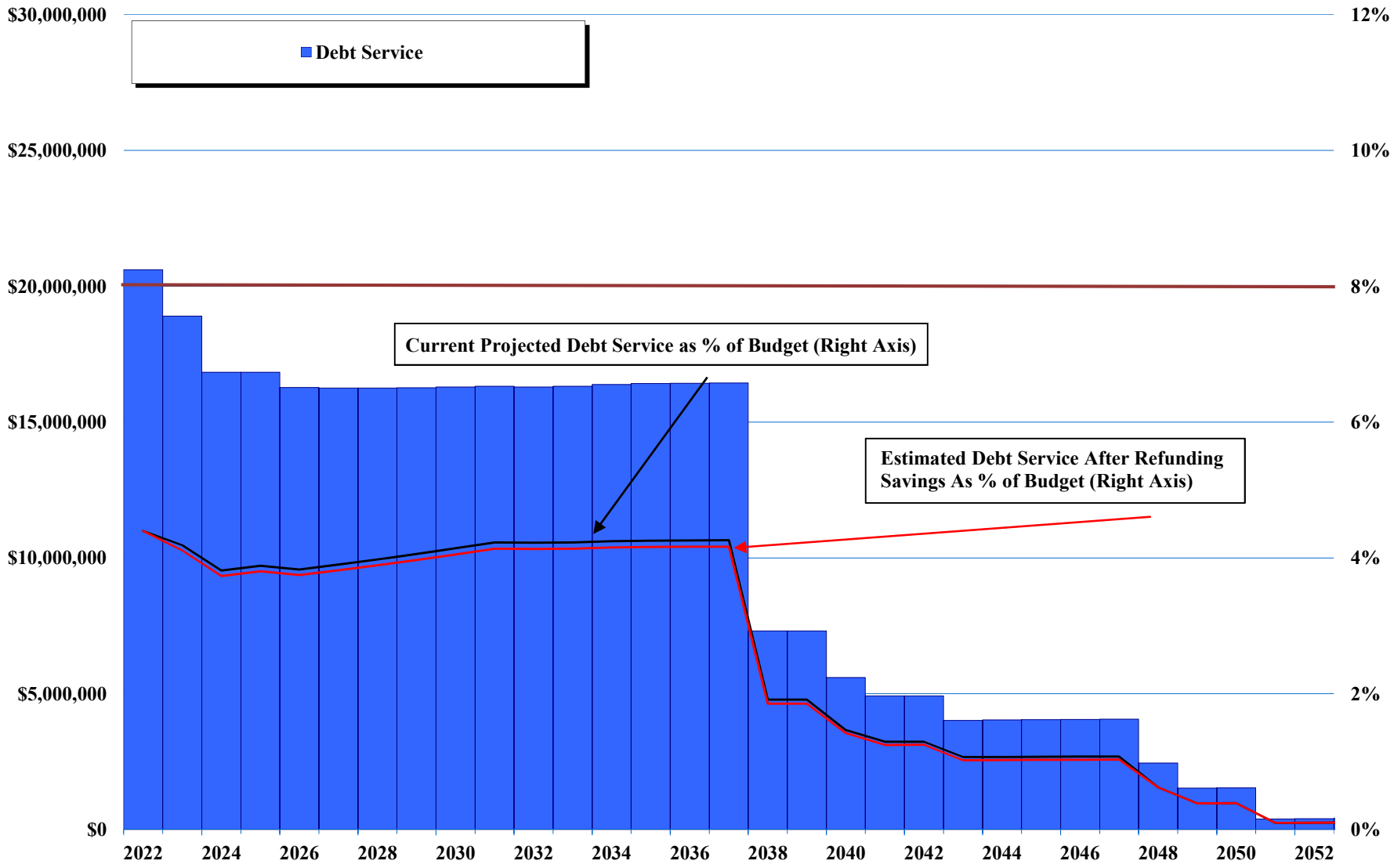
Boise State University
Debt Service Projection



BOISE STATE UNIVERSITY

SUBJECT

Professional fee for Master of Athletic Training

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University is proposing a professional fee for the Master of Athletic Training (MAT) of $320 per semester. If approved, and upon establishment of this fee, Boise State University will discontinue charging course fees in the MAT program. Alternatives to a professional fee, such as course fees, have been utilized and the University has concluded that these alternatives do not satisfactorily meet the expectations of a professional health care degree program such as the MAT.

The request to switch to a professional fee instead of course fees in the MAT is to meet the requirements of offering a nationally accredited educational program. Professional fees are used to afford expenses directly related to accreditation, clinical instruction (field experience) and equipment and supplies related to student learning. Course fees cannot be expended on accreditation or clinical instruction related expenses thereby leaving a gap in the ability to fund complete operation of this program.

The MAT at Boise State University prepares athletic trainers for entry-level practice in positions in high school, collegiate, professional, industrial, military, entertainment, and other employment opportunities providing healthcare for the physically active. Employers around the country have sought out Boise State Athletic Training graduates over the years. The first-attempt pass rate for Boise State graduates during the past three years on the national Board of Certification examination is 82%, which is well above the national average of 72%. Additionally, graduates are employed at a rate of 100% immediately after graduation. And, the program won the National Athletic Training Association student quiz bowl event, held this past June.

This fee proposal meets the criteria for professional fees as detailed in the above-referenced policy as follows:

Credential or Licensure Requirement (V.R.3.b.iii.a.1):
Athletic Training graduates must become licensed according to the state in which they choose to work. Prior to applying for licensure, graduates take the Board of Certification (BOC) national examination for Athletic Training Certification. Thus,

to practice as an Athletic Trainer graduates must be certified and licensed, much like other health care providers.

Accreditation Requirement (V.R.3.b.iii.a.2):
The MAT is accredited by the Committee on Accreditation for Athletic Training Education (CAATE).

Extraordinary Program Costs (V.R.3.b.iii.a.3):
The MAT program is driven by a hands-on curriculum whereby students are actively involved in their classes and clinical education on a daily basis. The program is fortunate to operate a learning laboratory, similar to a fully functioning evaluation and physical rehabilitation clinic. This requires the purchase of, and annual calibration and safety maintenance of expensive equipment such as electric, acoustic, light, thermal, and aquatic therapy modalities. Examples of other expensive equipment include the sharing of costs for maintenance and repair of diagnostic imaging and motion capture systems that are housed in other departmental programs. In addition, students utilize a significant amount of expendable treatment and therapy supplies over the course of a single semester. The program utilizes simulated learning experiences as well, thus expenses accrue for frequent rentals of the simulation laboratory and for hiring standardized patients to replicate real patient evaluation.

The MAT program operates over 24 consecutive months and many clinical instructors (preceptors) supervise students in the community throughout the entire years. Departmental appropriations are not sufficient to cover all clinical instruction and supervision, especially during summer months. Clinical instruction also requires costly annual licensing of database software technology to manage each student's clinical experience, evaluation, and proficiency in skill attainment. Annual fees for accreditation and program review continue to increase from year to year. Appropriated funds are not sufficient to keep pace with all of the required fees to operate a credentialed health care program.

IMPACT

Boise State would like to implement a $320 per semester professional fee, to be assessed during each of the six semesters for the MAT, in place of the existing course fee structure. The total amount of professional fees will be $1,920. This new fee will result in an $83 per semester increase for students as compared to the current course fees that are assessed throughout the MAT program. Thus, the additional total cost to an individual student would be $500 during their education in the MAT degree program at Boise State. In comparison to fourteen other accredited Athletic Training programs in the Northwest and Rocky Mountain regions, the Boise State MAT will assess the **second lowest professional fee**. The MAT program seeks to align with the University's goal of providing students an accessible, cost effective, and high quality graduate professional health care program.

Professional fees will be used to support student success and enhance the quality of our students' education by providing greater access to modern health care equipment and supplies, in addition to enhanced student learning tools. Without this change in fee structure, access to the latest equipment, supplies and learning tools, student and instructor access will be limited and our graduates may not be fully prepared to enter the workforce.

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds this request meets the criteria for a professional fee under Board policy. Participating students would see less than a $200 increase per semester compared to the current course fees, but the total degree program cost would still be lower than comparable regional programs. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to implement a $320 per semester professional fee, to be assessed during each of the six semesters for the Master of Athletic Training, in place of the existing course fee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Associate of Arts/Associate of Science - request to offer these existing degrees to be also offered with an online program fee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes the Associate of Arts/Associate of Science (AA/AS), currently existing programs, to also be offered utilizing an online program fee. These programs will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The proposed programs will act as extensions of the stackable credential degree tracks (interdisciplinary and major specific) for online students in order to provide flexibility and adaptability to Idaho and non-Idaho communities. The online associate degree programs are intended to serve as a one-front-door opportunity for students to earn an academic credential on the way to a bachelor's degree program (most likely a degree completion program).

These programs will provide students with a concrete degree path to complete general education requirements while adding value to their lower-division coursework. Offering more defined pathways for students has been found to better student engagement, retention, and persistence. The model follows the American Council on Education's recommendations for effective practices to support adult learners. It also provides an opportunity for students to receive an early credential to supplement their resumes and apply learned skills to the workplace.

IMPACT

Graduates of these programs will be able to join the workforce and support their employment eligibility in a career of interest as well as to pursue a baccalaureate degree of their choosing.

The programs' overall size will be scaled to demand. Programs are currently available online, and no new instructional costs are expected to be incurred until FY 25, at which point it is anticipated that additional course sections may be added to limit class sizes to no more than 30 students.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R.3.a.x. The price-point of $350 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs.

STAFF COMMENTS AND RECOMMENDATIONS

All courses listed under these degree programs are offered currently, and there is sufficient capacity. In BSU's asynchronous online programs, course sections are generally designed to be up to 30 students in order to provide a highly quality educational experience for students. If more than 30 students enroll in an online course, a new section is opened which increases instructional costs. Thus, instructional costs change at the 31 student threshold. As demand grows for these programs' courses, the program's overall size will be scaled, with more course sections added if there are more than 30 students in courses.

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for program expansions to add online options under existing academic programs. The request before the Board is to approve online program fees for each existing degree offering.

Boise State's request to assess an online program fee of $350 per credit aligns with criteria as defined in Board Policy V.R. including that the online program fee is in lieu of tuition and all other Board-approved fees.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $350 per credit for the Associate of Arts and Associate of Science degrees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

ESI - Construction Management Building

REFERENCE

August 2020	Board approved Boise State University – 6-Year Capital Plan
December 2020	Board approved request for design services for a cost, not to exceed $350,000
February 2022	Board approved naming the CM Building the ESI-Construction Management Building

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1., Section V.E.2.a.xvi, Section V.I.

BACKGROUND/DISCUSSION

The Boise State University Foundation Inc., (Foundation) a non-profit Idaho corporation and non-state entity, has been working with donors to fund a new construction management academic building on the northwest corner of Manitou Avenue and Beacon Street (the "CM Building"). The Boise State Construction Management (CM) program has grown nearly 60 percent since 2014. Today, there are more than 350 students in the program with 100 percent placement of graduates in industry positions. This new building would replace the aging, undersized, and generally insufficient facilities that currently house construction management activities. The CM Building will be approximately 15,155 square feet, including two large lab spaces, a large high bay shop, and smaller instruction and work/study spaces. The projected cost is approximately $4.5M, to be funded entirely through cash and in-kind donations made to the Foundation and constructed entirely by the Foundation. The University and the Foundation entered into a non-binding Memorandum of Agreement dated October 21, 2021 setting forth the terms by which the Foundation will own and construct the CM Building. Since that time, the Foundation has further agreed that no University contribution will be required to construct the CM Building. The University will ground lease the land to the Foundation in order to permit the Foundation to construct the CM Building on University land. The Foundation will collect pledges, funds, and in-kind donations and enter into contracts with the contractor and others as necessary to complete construction. Following completion, the Ground Lease will terminate and the CM Building will be donated to the University.

Although the University submitted for design approval in December 2020, the Foundation was able to garner additional support and no longer requires any University contribution to construct the CM Building. Construction will be accomplished through monetary donations as well as in-kind donations of goods and services from industry partners. Although the University is not constructing the building or funding construction, the University seeks Board approval of the project and related transactions, since the building is on the University's campus and the University will ultimately occupy and own the CM Building. The University presented the project to the Permanent Building Fund Advisory Council (PBFAC) in April as an information item, in accordance with Idaho statutes and PBFAC Council rules governing non-state entity funded projects. The University will seek approval of the CM Building plans and specifications by PBFAC at a subsequent meeting once Board approval is obtained and the plans and specifications completed.

IMPACT

The Construction Management building will allow Boise State students to receive hands-on professional work experience and apply knowledge gained in the classroom to the job site. There is no fiscal impact to the university for construction.

ATTACHMENTS

Attachment 1 - Memorandum of Understanding executed October 21, 2021
Attachment 2 – Proposed Ground Lease between Foundation and University

STAFF COMMENTS AND RECOMMENDATIONS

Although there is no cost to the institution for construction, the building will become university property at the end of the process, and the university will be responsible for ongoing maintenance.

BOARD ACTION

I move to authorize the construction of the Construction Management Building by the Boise State University Foundation on behalf of Boise State University, at no cost to the University, and to further authorize the President or designee to execute such documents and agreements, including the Ground Lease, and take such actions relating thereto as are reasonably necessary to permit the Foundation to construct the Construction Management Building.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GENERAL CONTRACTORS / CONSTRUCTION MANAGERS / DESIGN BUILD
3330 E. Louise Drive, Suite 300, Meridian, ID 83642
Phone (208) 362-3040 FAX (208) 362-3113
www.esiconstruction.com

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (this "MOU"), dated as of this 21 day of October, 2021, sets forth certain nonbinding understandings and binding agreements by, between, and among the BOISE STATE UNIVERSITY FOUNDATION (the "Owner"), an Idaho 501(c)(3) non-profit foundation, BOISE STATE UNIVERSITY ("University"), an Idaho institution of higher education, and ENGINEERED STRUCTURES, INC. (the "Contractor"), an Idaho corporation, relating to the proposed donation of assets to Owner, and construction of a building for the benefit of Owner (the "Proposed Transaction"). The Owner, University and Contractor are sometimes referred to individually as a "Party" and collectively as the "Parties".

1. MOU Subject to Definitive Agreement. This MOU is for discussion purposes only, and is not intended to constitute a legally binding or enforceable agreement or commitment on any Party, except for Section 3 of this MOU which shall be binding on the Parties in accordance with its terms.

2. Nonbinding Understandings. This Section 2 sets forth the nonbinding understandings of the Parties with respect to the Proposed Transaction. It is the present intention of the Parties that Contractor would construct a building for the benefit of Owner on terms and conditions substantially similar to those set forth in this Section 2. These terms are based upon information currently available. They do not reflect all of the material terms of the Proposed Transaction but provide a basis for negotiating the Definitive Agreement (as defined below).

(a) Definitive Agreement. The Parties intend to negotiate a formal written agreement that would govern the Proposed Transaction ("Definitive Agreement"). Binding obligations with respect to the Proposed Transaction shall only arise upon the execution of the Definitive Agreement by all Parties.

(b) Building Construction. Owner and Contractor will execute a Definitive Agreement through which Owner pays for, and Contractor constructs, a construction management building/lab (the "CM Lab") on real property owned by University, for eventual donation to, and use by, Boise State University.

(i) The preliminary estimated construction budget (the "Budget) for the CM Lab is approximately Four Million Dollars ($4MM).

(ii) Contractor will be involved with the Architect and schematic design, and will manage the construction of the CM Lab.

(iii) The current rendering can be used as a starting point, and is subject to change for basis of design for the CM Lab with the intent of using the Mass Timber Construction method proposed by Boise Cascade to highlight the beauty of wood and its durability when exposed to the elements. However, Design Development will dictate final design and Contractor will have approval authority over the exterior design.

(iv) Construction will not begin until sufficient cash and in-kind donations have been received or pledges documented to fully fund the project, and any required approvals have been obtained. Owner may provide working capital to cover pledge payments not yet received, but that is all of the Parties' intended financial risk.

(c) Capital Contributions. In expectation of the Budget, the Parties will work together to effectuate the following contributions:

(i) Contractor Contribution. Contractor will donate One Million Dollars ($1MM) to Owner to help facilitate the construction of the CM Lab, subject to the conditions set forth in Section 2 of the MOU.

(ii) Matching Funds. Owner and University will obtain, at a minimum, One Million Dollars ($1MM) in matching funds (the "Matching Funds") to help facilitate the construction of the CM Lab. Owner and University's good faith attempts to obtain Matching Funds shall not end at $1MM; rather, Owner will continue to gather as much in Matching Funds as possible to fund construction of the CM Lab.

(iii) Subcontractor Contribution. Owner, University and Contractor will work together, in good faith, to secure at least Two Million Dollars ($2MM), through additional cash and/or "in-kind" donations, from the subcontractor community, to complete construction of the CM Lab. Contractor guarantees the first One Million Dollars ($1MM) of Subcontractor Contribution.

(iv) Gap Contribution. Owner, University and Contractor will work together, in good faith to obtain such additional funds, if any, necessary to complete construction of the CM Lab which exceed those specified in Sections 2.(c)(i)-(iii), if any.

(d) Donor Recognition.

(i) Naming Rights. Contractor has exclusive and permanent naming rights to the CM Lab, including exterior signage partnered with Boise State University branding. The exclusive naming rights include, by way of

example, internal "way finding" similar to the Micron Business and Economics Building.

(ii) Subcontractor Donor Recognition. There will be an opportunity for subcontractors and industry partners who provide cash or "in-kind" donations to receive name recognition on a donor wall (the "Donor Wall") inside the CM Lab. The Donor Wall will have identified parameters commensurate with level of contributions.

(iii) General Donor Recognition. All other gifts and in-kind donors will be recognized on the Donor Wall.

(iv) Specific Interior Naming Rights. Owner reserves the right to assign individual name plates, not to exceed 60 square inches in size, for the Student Presentation Room, three classrooms, and three group rooms.

(e) Customary Provisions. The Definitive Agreement is subject to, and contingent upon, any required approvals of the State Board of Education or the Permanent Building Fund Advisory Council, and will contain such covenants, conditions, indemnities, representations and warranties as are customary for this type of transaction and as the Parties would mutually agree.

3. Binding Agreements. This Section 3 shall constitute a legally binding and enforceable agreement between the Parties. In consideration of the significant expenses that the Parties will incur in pursuing the Proposed Transaction and drafting and negotiating the Definitive Agreement, the Parties agree as follows:

(a) Good Faith Negotiations. The Parties shall negotiate in good faith and use their best efforts to bring about the execution and delivery of the Definitive Agreement at the earliest practicable time.

(b) Costs and Expenses. Each Party shall be responsible for all of its costs and expenses associated with pursuing the Proposed Transaction, including without limitation (i) the performance of its obligations under this MOU, (ii) conducting its due diligence investigation, and (iii) drafting and negotiating the Definitive Agreement.

(c) Term and Termination. The MOU shall expire upon the execution of the Definitive Agreement. Either Party may terminate this MOU after 180 days from the date of this MOU without any obligation or liability to the other Party.

(d) Governing Law. This MOU and any Definitive Agreement shall be governed by and construed in accordance with the laws of the state of Idaho, without giving effect to any choice or conflict of law provision or rule.

(e) No Third-Party Beneficiaries. Nothing herein is intended or shall be construed to confer upon any person or entity other than the Parties and their successors or assigns, any rights or remedies under or by reason of this MOU.

(f) No Assignment. Neither this MOU, nor any rights or obligations hereunder may be assigned, delegated or conveyed by either Party without the prior written consent of the other Party.

(g) Counterparts. This MOU may be executed in counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as of the date set forth above.

BOISE STATE UNIVERSITY FOUNDATION

By_____

Name: Paul Powell

Title: Executive Director

ENGINEERED STRUCTURES, INC.

By_____

Name: Neil Nelson

Title: President

BOISE STATE UNIVERSITY

By_____

Name: Mark Heil

Title: Vice President/CFO

GROUND LEASE

This Ground Lease (the **"Lease**") dated effective as of the 1st day of May, 2022 (the "**Commencement Date**"), is entered into between the Idaho State Board of Education by and through Boise State University, a State of Idaho public institution of higher education ("**Landlord**" or "**University**") and Boise State Foundation, Inc., a State of Idaho nonprofit corporation ("**Tenant**" or "**Foundation**"). University and Foundation shall each be a "Party" hereunder and collectively, the "Parties."

RECITALS

WHEREAS, Foundation was established in 1964 for the benefit of University and in that capacity, accepts donations for the benefit of the University; and

WHEREAS, the University and the Foundation are committed to developing a new Construction Management building on the campus of Boise State University that is 100% funded through cash and in-kind donations; and

WHEREAS, the University and the Foundation have entered into certain agreements whereby donors have contributed money and like-kind contributions for the purpose of constructing a Construction Management building on the campus of Boise State University; and

WHEREAS, due to the nature of the funding for the project, the Foundation has agreed to construct the building, and therefore the project falls outside the standard Department of Public Works design and construction process and will be treated as a non-state entity funded project; and

WHEREAS, the Foundation thereby intends to lease certain real property owned by University and located on the northwest corner of Beacon and Manitou as described in Exhibit A (the "**Land**") to develop a multi-level Construction Management building with approximately 12,000 square feet containing laboratory structures, state of the art learning environments, a 45-seat computer and construction technology classroom, and new high bay structures for enhanced exterior lab activities (the "**Improvements")**;

WHEREAS, the University hereby desires to lease the Land to Tenant and Tenant desires to lease Land from University pursuant to the terms, conditions, covenants and provisions of this Lease and to construct the Improvements on the Land (collectively, the Land, Improvements and associated tangible personal property are referred to herein as the "**Premises**"); and

WHEREAS, following construction of the Improvements, the Parties intend that the Ground Lease will terminate and University will own and operate the Improvements.

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth by each Party to be kept and performed, and for other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby expressly acknowledged by each Party hereto, Landlord and Tenant hereby agree as follows with the intent to be legally bound.

ARTICLE 1

PREMISES AND EASEMENT

Section 1.01 Land. Landlord is the holder of fee simple title to certain land located in Boise, Idaho which is more particularly described in Exhibit A attached to this Lease, together with all rights, easements and appurtenances thereto or in anywise belonging (the "**Land**").

Section 1.02 Lease Grant. Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, upon and subject to the terms, conditions, covenants and provisions of this Lease, on an as-is, where-is basis, the Land, together with all rights, privileges, easements and appurtenances belonging to or in any way pertaining to the Land.

ARTICLE 2
TERM

The term of this Lease shall commence on the Commencement Date and shall expire sixty (60) days after Substantial Completion of the Improvements, or on such sooner date agreed to by the Parties (the "**Term**"). In no case shall the Term exceed four years.

ARTICLE 3

DEVELOPMENT OF IMPROVEMENTS

Section 1.01 Demolition and Abatement of Existing Improvements.

(a) Tenant shall (i) demolish all existing improvements on the Land, including removal of below grade construction such as basement walls, foundation walls and footings, in accordance with plans and specifications which are prepared by an architect or engineer selected by Tenant and approved by Landlord, and which are mutually approved by Landlord and Tenant; (ii) remove all unsuitable soils and debris from the Land and infill or backfill as necessary to leave the Land appropriate for the start of new construction, (iii) remove all Hazardous Materials, insofar as recommended by a Phase I or other environmental engineering report required by the environmental engineers for the Project (collectively, the "**Demolition and Abatement Work**").

(b) Upon the preliminary completion of the Demolition and Abatement Work, Tenant and Landlord shall inspect the Land and mutually agree that the Demolition and Abatement Work has been completed.

Section 3.01 Tenant's Obligation to Construct Improvements.

(a) On behalf of Landlord and for the consideration set forth herein, Tenant shall construct the Improvements on the Land at Tenant's sole cost and expense in accordance with plans and specifications approved by the University's Architect (the "**Plans**"). Landlord shall promptly respond to each approval request received from Tenant. Following approval, any material change to the Plans is subject to the prior written approval of Landlord, which approval shall not be unreasonably withheld, conditioned or delayed. The Improvements shall generally

consist of a multi-level construction management building with approximately 12,000 square feet containing laboratory structures, state of the art learning environments, a 45-seat computer and construction technology classroom, and new high bay structures for enhanced exterior lab activities as may be finally agreed upon and described in the Plans. Prior to commencement of construction of any of the Improvements, the Plans for such Improvements shall have been approved by the Idaho Division of Occupational & Professional Licensing (DOPL), formerly Division of Building Safety and Tenant shall have provided a copy of such approved Plans to the Landlord.

(b) The initial budget for the design, development and construction of the Improvements (as it may be amended from time to time, the "**Development Budget**") is approximately four million dollars. Tenant shall pay all costs for construction of the Improvements. Tenant and Landlord agree that construction will not begin until cash and in-kind donations have been received or pledged to Tenant's satisfaction, in Tenant's sole discretion, sufficient to fund 100% of the project.

Section 3.02 Work Product. Upon Substantial Completion, all of the Tenant Parties' right, title and interest in and to the Plans, professional third party reports commissioned by the Tenant Parties (such as environmental, geotechnical, survey and market study), and other work products prepared by or on behalf of the Tenant Parties (such as budgets, proformas and market studies) in connection with the pre-development activities (collectively the "**Work Product**") shall become the property of the University.

Section 3.03 Covenants and Requirements of Construction.

(a) In the construction of the Improvements (sometimes referred to as the "**Work**"), Tenant:

(i) shall at its own cost and expense obtain and comply with all permits and approvals necessary for the construction of the Improvements;

(ii) shall comply with all Requirements of any Public Authority including without limitation, Environmental Laws, applicable to the Work;

(iii) shall give prior notice to Landlord of all Tenant's architects, engineers and general contractors to be engaged in the construction of the Improvements, permitting Landlord to object to any such engagement, provided that such objection will not be unreasonably made, conditioned or delayed;

(iv) shall perform the Work within the times provided for herein, in compliance with the Plans, in a good and workmanlike manner, and in accordance with all the provisions of this Lease;

(v) shall perform the Work in a manner not to unreasonably interfere with the University's campus life;

(vi) shall allow Landlord unrestricted access to the Premises during the Work, including a project manager(s) designated by Landlord (and compensated by Landlord) to monitor the Work;

(vii) shall be fully and solely responsible for safety of the jobsite, the Construction Easement Areas and the immediately surrounding public areas and compliance with applicable safety laws and regulations;

(viii) shall timely pay, prior to the filing of any Liens, all proper accounts for work done or materials furnished under all contracts which it has entered into relating to the Work in accordance with the terms of the contracts and state law;

(ix) shall require the contractor to provide, on or before the commencement of the Work, the following bonds for the benefit of Tenant and Landlord, executed by a surety authorized to do business in the state in which the Premises are located and with an A.M. Best Rating of A- or better: (A) a co-obligee payment bond or a payment bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the original contract price; and (B) a co-obligee performance bond or a performance bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the contract price as it may be increased;

(x) shall develop a traffic plan addressing traffic interruptions during the duration of the Work. Tenant shall submit the traffic plan to the University and the Ada County Highway District for approval promptly prior to the commencement of on-site Work at the Premises and Landlord shall approve or make modifications promptly after receipt of the traffic plan from Tenant. The traffic plan shall address all preexisting private and public automobile, bicycle and pedestrian transportation affected by the Work, including, but not limited to, access to bus stops and traffic during athletic, performing arts and other special events occurring during the duration of the Work and construction/contractor employee parking off site; and

(xi) shall provide for street cleaning, clear access to other University property, emergency vehicle access to all surrounding areas, construction staging with appropriate fencing and parking, hoisting requirements and limitations, project signage limitations, salvage items, and protection of surrounding sidewalks and existing infrastructure.

(b) No open burning of any materials or any use or storage of Hazardous Materials (except in accordance with Environmental Laws) shall be permitted on the Premises or the Construction Easement Areas.

(c) The Work on the Improvements will be limited to 8:00 a.m. to 7:00 p.m. Monday through Friday and 9:00 a.m. to 6:00 p.m. on Saturday, with no heavy construction noise prior to 8:00 a.m. or during the University's final examination periods (which periods shall be determined by the University in its sole and absolute discretion). Unless otherwise approved by the Landlord, Tenant shall give seventy-two (72) hour written notice to residents and building operators prior to any utility shutdown which would affect the neighboring residential communities. No construction activity will be performed on the days of the University's commencement exercises.

(d) Any rock blasting performed on the Premises must be approved in writing by a representative designated by the University at least two (2) weeks prior to the blasting activities and in accordance with University blasting standards. All blasting activities performed by Tenant must comply with heavy construction noise work limitations and restrictions.

(e) Tenant shall require construction employees to adhere to a code of conduct approved by Landlord and in keeping with the code of conduct enforced by Landlord on other comparable construction projects undertaken by Landlord, which includes the University's policies prohibiting smoking on campus.

Section 3.04 Completion of Construction. Tenant agrees that Substantial Completion of the Improvements, in accordance with the Plans, and furnishing of the Improvements for occupancy under the Permitted Leases shall occur on or before May 1, 2026 (the "**Substantial Completion Date**").

Section 3.05 Substantial Completion of Improvements.

(a) "**Substantial Completion**" of the Improvements shall be deemed to have occurred upon Landlord's receipt of evidence, in the form of a customary AIA certificate of the licensed architects engaged by Tenant that Tenant has achieved Substantial Completion, and that:

(i) the Improvements shall have been completed in all respects in a good and workmanlike manner and in accordance with the Plans;

(ii) all building equipment and services, including utilities, heating and air conditioning systems, voice systems, data systems and video systems have been completed, are operating properly and are available for use by Tenant and University;

(iii) a certificate of occupancy or temporary certificate of occupancy has been issued permitting occupancy of the Improvements by University;

(iv) Tenant and Landlord shall inspect the Land and mutually agree that the improvements or the Work Product has been completed; and

(iv) all other necessary approvals by public regulatory authorities have been given.

(b) Subsequent to Substantial Completion, Tenant shall, to the extent such work is not already completed, promptly (and in any event not later than forty-five (45) days following Substantial Completion) complete the remaining grading, landscaping, debris removal and removal of surplus building material and rubbish from the Premises. Tenant shall also promptly (and in any event not later than sixty (60) days following Substantial Completion) complete and satisfy any conditions included in any temporary certificate of occupancy and achieve final completion. During such sixty (60) day period, Tenant shall perform all work in a manner that does not interfere with or disturb any occupants of the Improvements.

Section 1.02 Utility and Sewer Connections.

(a) Landlord and Tenant agree to jointly obtain necessary connection permits from the appropriate parties prior to commencement of construction of the Improvements, including, but not limited to, a sanitary sewer permit.

ARTICLE 4

USE OF PREMISES

Section 1.03 Tenant's Use. Tenant shall use the Premises for the purpose of construction the Improvements on the Land and all related uses.

Section 4.01 Landlord's Use. Following Substantial Completion, University shall use the Premises to operate an academic building for its Construction Management program.

ARTICLE 2

RENT

Section 2.01 Rent. Landlord agrees to abate rent prior to and during the Term in consideration for Tenant's construction of the Premises.

Section 4.01 Net Lease. This Lease is an absolute net lease. Tenant shall pay all expenses of every kind and nature whatsoever relating to or arising from the Premises during the Term, including Taxes, and all expenses arising from the operation, management, construction, maintenance, repair, use, and occupancy of the Premises, except as otherwise expressly provided in this Lease.

REPAIRS, MAINTENANCE AND ALTERATIONS

Section 4.02 Repairs and Maintenance. Except for the obligations of Landlord specifically set forth herein, Tenant, at its sole cost and expense, shall keep, manage and maintain all portions of the Premises in good condition during the Term. Following Substantial Completion, upon termination of this Ground Lease, all repair, maintenance and other obligations shall be obligations of University.

Section 4.03 Alterations, Improvements and Additions. Upon completion of the construction of the Improvements, Tenant shall not make any alterations, improvements or additions to the exterior of the Premises (collectively "**Alterations**") without the prior written consent of Landlord, which consent will not be unreasonably denied, withheld, delayed or conditioned.

Section 4.04 Maintenance of Improvements. Landlord and Tenant shall work together to identify potential donor opportunities for future maintenance costs.

ARTICLE 5

TAXES AND UTILITY EXPENSES

Section 5.01 Taxes.

(a) Pursuant to applicable Idaho law, the Premises is entitled to certain tax exemptions, credits or abatements as a result of the use of the Premises (the "**Tax Exemptions**"). The parties acknowledge and agree that the Premises is entitled to all benefits that result from the Tax Exemptions.

(b) Tenant shall pay and discharge punctually when due all taxes, if any, any payments in lieu of taxes, assessments, water and sewer rents, rates and charges, vault license fees or rentals, levies, license and permit fees and all other governmental impositions and charges of every kind and nature whatsoever, extraordinary as well as ordinary, foreseen and unforeseen, which shall be charged, levied, laid, assessed, imposed upon, become due and payable out of or in respect of, or become liens upon the whole or any part of the Premises, together with all interest and penalties, under all present or future laws, ordinances, requirements, orders, directives, rules or regulations or the federal, state, county, and city governments and of all other governmental authorities whatsoever as well as and including all payments in lieu of any of the foregoing (the "**Taxes**").

Section 5.02 Utilities. Tenant shall pay and discharge punctually all water and sewer rents, rates and charges and all charges for steam, heat, gas, hot water, electricity, light and power, and any and all other services and utilities furnished to the Premises.

ARTICLE 6

COMPLIANCE WITH APPLICABLE LAWS

Section 6.01 Compliance by Tenant.

(a) Tenant, at its sole cost and expense, shall (i) promptly comply with all present and future laws, ordinances, codes, requirements, orders, directives, rules, regulations and permits of all federal, state, county, city, and town governments, and of all other governmental authorities, agencies, departments, boards and officers, or any other body or bodies (each, a "**Public Authority**") which may exercise similar functions, foreseen and unforeseen, ordinary and extraordinary, applicable to the Premises or any part thereof or to its use, or to the operations or activities of Tenant, including Permitted Tenants, upon the Premises, whether in force at the commencement of the term of this Lease or passed, enacted, directed, issued or amended in the future including, without limitation, Environmental Laws, whether or not such requirements are actually imposed upon Landlord or Tenant, and whether or not compliance shall require structural changes and (ii) comply with applicable University policies. Tenant shall pay all costs, expenses, liabilities, obligations, losses, damages, fines, penalties, charges, claims and demands, including, without limitation, costs associated with administrative and judicial proceedings, and reasonable fees of architects, engineers, consultants and attorneys, that may in any manner arise from or be imposed resulting from the failure of Tenant to comply with this Article or as are imposed upon Tenant by a Public Authority. Landlord shall reasonably cooperate, with Tenant in complying with the Requirements.

(b) Tenant shall comply with the requirements of all policies of public liability, fire and all other policies of insurance maintained by Tenant or contractors with respect to the Premises. Tenant shall promptly take steps to remedy or prevent any violation or attempted violation which is known to Tenant of the provisions of this Section by any of its contractors. Tenant shall ensure performance and payments bonds are provided by all contractors for all work valued at $50,000 or more, in form and substance satisfactory to University.

ARTICLE 7

COVENANT AGAINST LIENS

Section 7.01 Tenant's Obligations to Discharge. Tenant shall promptly (and in any event within twenty (20) days of the date of filing), (a) furnish a bond satisfactory for the release of any filed mechanic's, laborer's, or materialman's lien, other encumbrance lien or charge upon the Premises, or any part of it (a "**Lien**") or (b) otherwise obtain a release or discharge any Lien.

Section 7.02 Landlord's Rights to Discharge. If any Lien shall be filed against the Premises, or any part of it, and Tenant has not discharged it of record or posted a bond satisfactory to Landlord to assure its discharge within twenty (20) days after the date on which the Lien is filed, then Landlord, in addition to any other right or remedy it may have, and without waiving its rights to declare a default, may discharge the Lien of record by bonding or otherwise. Any amounts paid by Landlord in the discharge by bonding of the Lien if Tenant fails to do so as required above, including, but not limited to, penalties, interest, costs, expenses, allowances and reasonable attorney's fees shall be paid by Tenant to Landlord on demand.

Section 7.03 No Implied Consent of Landlord. Nothing in this Lease shall be construed as the consent or request of Landlord, express or implied, by inference or otherwise, to any contractor, subcontractor, laborer or materialman for the performance of any labor or the furnishing of any material for any improvement, alteration or repair of the Premises, or any part of it.

ARTICLE 8

ENTRY ON PREMISES BY LANDLORD

Tenant shall permit Landlord and its authorized representatives to have reasonable access to the Premises at all reasonable times for any purpose. Landlord's right of entry shall not imply any duty on its part to perform any repairs or work and shall not constitute a waiver of any Default of Tenant.

ARTICLE 9

ASSIGNMENT AND SUBLETTING

Tenant shall not assign this Lease or sublet the whole or any part of the Premises.

ARTICLE 10

SURRENDER

Upon the expiration or earlier termination of the term of this Lease, Tenant shall quit and peacefully surrender and deliver to Landlord the possession and use of the Premises, without delay, in good order, condition and repair, except for reasonable wear and tear and free and clear of all liens, encumbrances and charges, and all rights of Tenant under this Lease and in the Improvements shall terminate and Tenant shall convey its fee interest in the Improvements to Landlord by deed pursuant to the laws of the State of Idaho. Tenant shall not remove any Personal Property, or any additions to or replacements thereof made during the Term of this Lease. Upon surrender, Tenant shall assign to the Landlord all warranties and other agreements and rights relating to the operation or use of the Premises, or Tenant's interest in them. The provisions of this Article shall survive for two (2) years following the expiration or earlier termination of this Lease. Tenant shall cooperate with Landlord to provide any documentation reasonably requested by Landlord for surrender of the Premises to ensure that Landlord has good and lawful title to the Premises, including the Improvements, following termination of the Lease.

ARTICLE 11

SIGNS; NAMING RIGHTS; ADDITIONAL HOUSING

Section 11.01 Signs. The Parties anticipate providing an opportunity to donors to receive name recognition on a donor wall as well as possible interior name plates, subject to Landlord's consent and receipt of necessary approvals. Tenant shall not install or replace, nor permit the installation or replacement by others, of any additional signs or advertising matter visible from the exterior of the Premises without the prior written consent of Landlord, which consent will not be unreasonably denied, withheld, delayed or conditioned, so long as such signs conform to the University's design standards for similar signs on its campus and with the University's regulations on use of the University name and marks. Tenant shall comply with all applicable requirements of governmental and Landlord authorities and policies having jurisdiction and shall obtain all necessary governmental approvals prior to the installation or replacement of any sign or other advertising matter permitted by Landlord.

Section 11.02 Naming Rights. The Parties acknowledge and agree that Engineered Structures, Inc., as the contractor and major donor, shall be granted naming rights to the Construction Management Lab, including exterior signage partnered with Boise State University branding, in accordance with University's naming policies.

ARTICLE 12

INDEMNITY

Section 12.01 Tenant's Indemnification of Landlord.

(a) Tenant shall defend, indemnify and hold harmless the University, the State of Idaho, and the State Board of Education, and its trustees, officers, agents, employees and

affiliated and support entities from and against any and all liabilities, obligations, losses, damages, fines, penalties, claims, demands, costs, charges and expenses, including, without limitation, reasonable fees of architects, engineers, consultants and attorneys and costs associated with administrative and judicial proceedings incurred by Landlord relating to Tenant's obligations under this Lease, to the extent of proceeds of any indemnity benefiting Tenant, payment or performance bond, or insurance policy permitting recovery by Tenant (collectively, the "**Claims**"):

(i) Any Work done in, on or about the Premises;

(ii) Any use, non-use, possession, occupation, condition, operation, maintenance or management of the Premises or any part thereof, except where such claims are a result of the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees;

(iii) Any act or omission of Tenant or any of its agents, concessionaires, contractors, servants, employees, or invitees excluding the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees;

(iv) Any accident, injury or death to any person or damage to any property occurring in, on or about the Premises during the Term, except resulting from the acts or omissions of Landlord or its agents, concessionaires, contractors, servants or employees; or

(v) Any failure by Tenant to perform or comply with any of the covenants, agreements, terms, provisions, conditions or limitations in this Lease required by the provisions of this Lease to be complied with or performed by Tenant.

(b) In addition to, and without limiting the generality of, the foregoing provisions of this Article, Tenant shall indemnify, and hold harmless the University, the State of Idaho, and the State Board of Education, and its trustees, officers, agents, employees and affiliated and support entities, from and against all claims arising out of (i) the use, generation, storage, Release, or disposal of Hazardous Materials (defined below) on or about the Premises by or on behalf of Tenant during Tenant's use of the Premises, (ii) any Release or threatened Release during Tenant's use of the Premises of such Hazardous Materials at, on, to, or into the Premises, including groundwater, or from the Premises on, to, or into any adjoining property or other property, including groundwater, (iii) the failure by Tenant, any subtenant or any person claiming under Tenant to comply with any of the requirements of this Lease, including without limitation all Environmental Laws, or the common law; or (iv) any and all damage to natural resources or real property and/or harm or injury to any person resulting or alleged to have resulted from (A) any Release or threatened release during Tenant's use of the Premises or the Construction Easement Areas of such Hazardous Materials in violation or breach of this Lease or any Environmental Law, and/or (B) such failure during Tenant's use of the Premises or the Construction Easement Areas to comply with, or otherwise arising under, any of the Requirements, including without limitation all Environmental Laws, or the common law.

(c) For purposes of this Lease, the following terms shall have the following definitions:

(i) **"Environmental Law"** means any applicable present or future federal, state or local law, statute, rule, regulation or ordinance relating to the regulation, pollution, preservation or protection of human health, safety, the environment, or natural resources or to emissions, discharges, Releases or threatened Releases of pollutants, contaminants, Hazardous Materials or wastes into the environment (including ambient air, soil surface water, ground water, wetlands, land or subsurface strata).

(ii) "**Hazardous Materials**" means and includes any (a) "hazardous substances", "pollutants" or "contaminants" (as defined in the United States Comprehensive Environmental Response, Compensation, and Liability Act, 42 U.S.C. §9601, *et seq.* ("**CERCLA**"), or the regulations pursuant to CERCLA), including any element, compound, mixture, solution, or substance which is or may be designated pursuant to Section 102 of CERCLA; (b) all substances which are or may be designated pursuant to the Federal Water Pollution Control Act, 33 U.S.C. §1251 *et seq.* ("**FWPCA**"); (c) any hazardous waste having the characteristics which are identified under or listed pursuant to Federal Resource Conservation and Recovery Act, 42 U.S.C. §6901, *et seq.* ("**RCRA**") or having such characteristics which shall subsequently be considered under RCRA to constitute a hazardous waste; (d) any substance containing petroleum, as that term is defined in RCRA; (e) any toxic pollutant which is or may be listed under FWPCA; (f) any hazardous air pollutant which is or may be listed under the Clean Air Act, 42 U.S.C. §7401 *et seq.*; (g) any imminently hazardous chemical substance or mixture with respect to which action has been or may be taken pursuant to the Toxic Substances Control Act, 15 U.S.C § 2601 *et seq.*; (h) any substance or mixture subject to regulation under the Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 *et seq.*, (i) waste oil and other petroleum products; (j) any asbestos, urea formaldehyde, or polychlorinated biphenyls, or material which contains one or more of such substances; or (k) any other materials, chemicals, substances, products, or wastes which are now or hereafter either (i) deemed by any governmental authority with appropriate jurisdiction over Tenant to be, under any applicable Environmental Law, contaminants or pollutants, or hazardous, toxic, radioactive, ignitable, reactive, corrosive, or otherwise harmful to the environment or (ii) otherwise regulated pursuant to any applicable Environmental Law.

(iii) **"Release"** means any release, issuance, disposal, discharge, dispersal, leaching or migration into the indoor or outdoor environment or into or out of any property, including the movement of Hazardous Materials through the air, soil, surface water, ground water or property other than as specifically authorized by and in compliance with all Environmental Laws.

Section 12.02 Landlord's Remediation Obligations. Except as to the presence of Hazardous Materials actually discovered by Tenant in the development and construction of the Improvements and provided for in the Plans, if Hazardous Materials are discovered on the Land during the Term of this Lease, and such Hazardous Materials are shown to have been present prior to the commencement of this Lease or such Hazardous Materials are the result of a Release caused by Landlord, Landlord will at its own expense conduct any actions necessary to remediate the Hazardous Materials on the Land to a concentration level approved by the relevant governmental authority.

Section 12.03 Survival. The provisions of this Article shall survive the expiration or earlier termination of this Lease with respect to events, acts or omissions during Tenant's Use Period.

ARTICLE 13

INSURANCE

Section 13.01 Insurance.

(a) During the Term, Tenant shall procure and maintain physical damage insurance covering the Premises in an amount equal to at least one hundred percent (100%) of the replacement cost of the Premises and such other insurance, either through itself or through its contractors, satisfactory to the University, including builder's risk insurance, general liability insurance, workers compensation, and other policies as reasonably required by University. University shall be the right to review and approve all insurance policies retained by Tenant or its contractors with respect to the Premises.

(b) Tenant hereby waives any right of recovery from Landlord, the State of Idaho, the Idaho State Board of Education, its officers, and employees (collectively, the "**Landlord Parties**") and releases and discharges Landlord Parties from all claims, damages, losses or demands whatsoever which Tenant may have or acquire arising out of damage to or destruction of the Premises or Tenant's business caused by fire or other perils unless such loss or damage shall have been caused by the negligence or willful misconduct of the Landlord Parties and not covered by Tenant's insurance.

(c) Tenant shall have a waiver of subrogation clause endorsed to and made a part of its property insurance policy or policies.

(d) The insurance policies required by this Sections 13.01 shall name Landlord, the Idaho State Board of Education and the State of Idaho as an additional insured.

Section 13.02 Evidence of Insurance – All Insurance Coverages. All insurance coverages requested by the University must be obtained by valid and enforceable policies, in form reasonably acceptable to the Landlord, issued by insurers of recognized responsibility and licensed to do business in the state in which the Premises is located. Upon the execution of this Lease, and thereafter upon Landlord's request and not less than twenty (20) days prior to the expiration dates of the policies furnished by Tenant, certificates of insurance for all insurance coverages shall be delivered by Tenant to Landlord, with evidence reasonably satisfactory to Landlord of the payment of the full premiums on the policies. Tenant (or its contractor, as applicable) will name as additional insured Boise State University, the Idaho State Board of Education, and the State of Idaho.

Section 13.03 Notice of Cancellation. The policies and certificates evidencing the policies of insurance shall provide for prior written notice according to the terms of the policy to Landlord of any cancellation, non-renewal, reduction in amount or material change in insurance policy coverage.

ARTICLE 14

EMINENT DOMAIN

Section 14.01 Termination of Lease. If all or substantially all of the Premises shall be taken for any public or quasi-public use under any statute, by right of eminent domain or by transfer or purchase in lieu thereof (the "**Condemnation Proceedings**"), this Lease shall automatically terminate on the date title passes to or possession is taken by the taking authority, whichever occurs first. The Parties shall reasonably cooperate with regard to continuation of construction or repayment of contractors, depending on status of Improvements.

ARTICLE 15

LANDLORD'S RIGHT TO PERFORM TENANT'S COVENANTS

Section 15.01 Performance of Covenants. If Tenant shall fail to perform any of its obligations under this Lease, Landlord may, at its option, after the expiration of any grace or cure period available to Tenant with respect to such failure and the giving of thirty (30) days' notice to Tenant (except where otherwise stated herein), or with such notice as is reasonable in case of an emergency, perform any of such obligations.

Section 15.02 Reimbursement of Costs and Expenses. Any moneys paid and all costs and expenses incurred by Landlord, including reasonable attorneys' fees in the performance of Tenant's obligations under this Lease shall be paid by Tenant to Landlord on demand.

Section 15.03 No Waiver. Landlord's exercise of its rights under this Article shall not constitute a waiver of any other rights or remedies Landlord may have because of Tenant's Default.

ARTICLE 3

MORTGAGES AND FINANCING

Tenant shall not: (i) engage in any financing or other transaction creating any mortgage or security interest upon the Premises; (ii) place or suffer to be placed any lien or other encumbrance upon the Premises; (iii) suffer any levy or attachment to be made on the Premises; or (iv) pledge, mortgage, assign, encumber, or otherwise grant a security interest in the Premises, or the rents, issues, profits or other income of the Premises.

ARTICLE 16

DAMAGE OR DESTRUCTION

Section 16.01 Restoration of Improvements. If the Premises or any part thereof shall be damaged or destroyed by fire or otherwise, Tenant shall promptly (and in any event no later than five (5) days following the event causing the damage or destruction) notify Landlord, and, to the extent of the insurance proceeds available for such purpose (with the funds derived from the insurance acquired pursuant to Article 15 made available for such purpose), restore, repair, replace, or rebuild the Improvements. The restoration shall be at least equal in quality and class to the

original Work, shall be performed pursuant to a design, plans and specifications each approved by Landlord, which approval the Landlord will not unreasonably deny, delay or condition, and in accordance with all provisions applicable to the Work and all other provisions of this Lease. The restoration shall be commenced within ninety (90) days from the date of the damage or destruction; provided, however, that Landlord shall grant such extensions of time for the adjustment of insurance and the preparation of the plans and specifications as reasonably may be required. The architect or engineer in charge of the restoration shall be selected by Tenant and approved in writing by Landlord. Tenant shall diligently complete the restoration.

Section 16.02 No Right to Surrender; No Relief from Rent Obligations. No destruction or damage to the Premises or any part thereof shall permit Tenant to surrender this Lease or shall relieve Tenant from its obligations under this Lease. Tenant waives any rights now or in the future conferred upon it by statute or otherwise to quit or surrender this Lease.

Section 16.03 Damages for Failure to Comply with Repair Obligations. If the restoration, repair, replacement, or rebuilding of damaged or destroyed portions of the Premises is not substantially completed in accordance with Section 19.01 within a reasonable time after the date of such damage or destruction, Landlord may terminate this Lease upon thirty (30) days written notice thereof to Tenant and, in such event, Landlord shall receive the proceeds of all insurance obtained in accordance with Article 15 of this Lease to the extent such proceeds have not been expended on or committed to such restoration and Tenant shall deliver to Landlord an instrument releasing, demising, conveying and transferring to Landlord all of Tenant's rights, title and interest under this Lease.

ARTICLE 17
DEFAULT

Section 17.01 Tenant Events of Default. Any one or more of the following events shall constitute an event of default of Tenant under this Lease (a "**Tenant Event of Default**" or "**Tenant Default**"):

(a) Tenant's failure to observe and perform any of the other terms, covenants, conditions, limitations or agreements under this Lease on Tenant's part to be observed or performed and the continuation of the failure for a period of thirty (30) days after notice from Landlord to Tenant specifying the nature of the failure; provided that if the default involved is curable but not within thirty (30) days, then so long as Tenant shall commence the cure involved within such thirty (30) day period after notice and thereafter diligently pursue completing the cure, the time within which such cure must be completed shall be extended for the period necessary to complete the cure.

(b) If Tenant shall abandon the Premises.

Section 17.02 Remedies on Tenant Default.

(a) Upon the occurrence of any other Tenant Event of Default, Landlord, at its option, shall have the following remedies:

(i) pursue an action for any and all actual damages incurred by or asserted against Landlord as a result of Tenant's Default, including reasonable attorney's fees incurred;

(ii) pursue an action for specific performance;

(iii) with respect to any defaults occurring during the construction of the Improvements, exercise any rights Landlord may have under any applicable performance bond;

(iii) exercise or pursue any other remedy or cause of action permitted under this Lease or available at law or in equity to recover actual damages suffered by Landlord as a result of Tenant's Event of Default.

Section 17.03 Landlord Events of Default. A "**Landlord Event of Default**" shall occur if Landlord fails to observe and perform any of the material terms, covenants, conditions, limitations or agreements under this Lease on Landlord's part to be observed or performed and the continuation of the failure for a period of thirty (30) days after notice from Tenant to Landlord specifying the nature of the failure; provided that if the default involved is curable but not within thirty (30) days, then so long as Landlord shall commence the cure involved within such thirty (30) day period after notice and thereafter diligently pursue completing the cure, the time within which such cure must be completed shall be extended for the period necessary to complete the cure.

Section 17.04 Remedies on Landlord Default. Upon a Landlord Event of Default, Tenant shall have the following remedies:

(a) pursue an action for specific performance of Landlord's obligations under this Lease;

(b) pursue an action for any and all actual damages incurred by or asserted against Tenant as a result of Landlord's Event of Default, as may be permitted by law; and

(c) exercise or pursue any other remedy or cause of action permitted under this Agreement or available at law or in equity to recover actual damages suffered by Tenant as a result of Landlord's Event of Default and/or seek specific performance of this Lease.

Section 17.05 Rights and Remedies Cumulative. No right or remedy contained herein is intended to be exclusive of any other right or remedy provided herein or by law, but each shall be cumulative and in addition to every other right or remedy given herein or now or hereafter existing at law or in equity or by statute.

ARTICLE 18

MISCELLANEOUS

Section 18.01 Approvals. Tenant, at its sole expense, shall take all actions and do all things necessary to obtain, and shall make and diligently prosecute applications for all approvals, from all governmental or administrative agencies or regulatory bodies having jurisdiction, for the

construction and operation of the Improvements upon the Land, including, without limitation, all site plan approvals, zoning variances, easement and franchise agreements, building permits, certificates of occupancy, and all applications for licenses, permits and permission to construct and maintain all on-site and off-site Improvements, curb cuts, and utility lines and services. Landlord shall reasonably cooperate with Tenant in such applications and appeals, if any, without expense to Landlord, provided the approvals sought are consistent with the provisions of this Lease.

Section 18.02 No Representations Regarding Use Regulations. No representation, statement, or warranty, express or implied, has been made by Landlord as to the condition of the Land, or its permitted use under applicable zoning, building, land use and similar laws, ordinances and regulations ("**Use Regulations**"). Tenant assumes all responsibility for compliance with the Use Regulations, and Landlord shall have no liability or responsibility for any defect in the Land or for any limitations upon the use of the Land.

Section 18.03 Force Majeure. Neither Landlord nor Tenant shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Lease, for any failure or delay in fulfilling or performing any term of this Lease, when and to the extent such failure or delay is caused by or results from Force Majeure. For purposes of this Agreement, Force Majeure means any event or condition beyond the reasonable control of a party which, despite its reasonable efforts to prevent, avoid, delay or mitigate, prevents, impacts or delays a party from performing its obligations under this Lease. Force Majeure includes, but is not limited to: (a) acts of God; (b) flood, fire, hurricane, earthquake or unusually severe weather; (c) epidemic or quarantine; (d) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, explosion, riot or other civil unrest; (e) government order or law; (f) actions, embargoes or blockades in effect on or after the date of this Agreement; (g) action by any governmental authority; (h) national or regional emergency; (i) strikes, labor stoppages or slowdowns or other industrial disturbances; (j) shortage of adequate power or transportation facilities; (k) significant and severe change in the economic condition of a party related to market forces or unforeseen loss of government funding beyond the control of such party and not proximately related to such party's own actions; (l) significant increases in the price of construction labor and materials prior to commencement of the Project that are greater than the average annual increases in the last ten years; (m) failures in the banking and financial systems of the United States; and (n) other events beyond the reasonable control of the party impacted by the Force Majeure Event (the "**Impacted Party**"). The Impacted Party shall give notice as soon as practicable but in any event, within ten (10) business days of the Force Majeure Event to the other party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. Force Majeure events shall not excuse Tenant from the prompt payment of Rent as required under this Lease.

Section 18.04 Relationship of the Parties. This Lease shall not be deemed or construed to create or establish any partnership or joint venture or similar relationship or arrangement between the parties.

Section 18.05 Notices. Any notice, request or other communication given or made hereunder ("**Notice**") shall be in writing and sent by either of the parties or their respective attorneys by any of the following means: (i) by registered or certified mail, return receipt

requested, postage prepaid, (ii) by personal delivery, (iii) by recognized overnight delivery service for overnight delivery or (iv) by facsimile or e-mail, provided, however, that notice by facsimile or e-mail shall be promptly supplemented by delivery of notice as provided in (iii) above. Any such Notice shall be addressed to the other party at the mailing addresses, facsimile numbers or e-mail addresses set forth below, or to such other mailing addresses, facsimile numbers or e-mail addresses for each party as each party may hereafter designate by Notice given to the other party pursuant to this Section:

To Landlord/University:

Boise State University
Office of General Counsel
1910 University Dr.
Boise, ID 83725-1002
contracts@boisestate.edu

With a Copy to:

Boise State University
University Architect
Attention: Ann Wozniak
1910 University Dr.
Boise, ID 83725-1280
annwozniak@boisestate.edu

To Tenant: Boise State University Foundation, Inc.
1173 University Drive
Boise, Idaho 83706
Attention: Executive Director
Telephone: (208) 426-2372
paulpowell@boisestate.edu

With a copy to (which shall not constitute Notice):

Holland & Hart LLP
800 West Main Street, Suite 1750
Boise, Idaho 83702
Attention: Tara Martens Miller
Telephone: 208-383-3932
Email: tmmiller@hollandhart.com

Section 18.06 Non-Recourse Agreement; No Recourse to State of Idaho General Fund Appropriations. No funds of the State of Idaho shall be used for construction of the Improvements. In no case shall the University have any obligation or liability under this Agreement payable from appropriations from the State of Idaho. Furthermore, the University is a public institution and this Lease shall in no way or manner be construed so as to bind or obligate the State of Idaho or the

University beyond the term of any particular appropriation of funds by the State of Idaho Legislature as may exist from time to time. The University reserves the right to terminate this Lease in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue its obligations, or requires any return or "give-back" of funds required for the University to continue its obligations, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice by the University. Appropriation is a legislative act and is beyond control of the University.

Section 18.07 Applicable Law. This Lease shall in all respects be governed by, and construed in accordance with the laws of the state in which the Premises are located. Venue for purposes of any actions brought under this Lease, or under any agreement or other document executed in conjunction herewith, shall be in the courts of Ada County, Idaho and the parties hereby irrevocably consent to the jurisdiction and venue of such courts.

Section 18.08 Amendment and Waiver. This Lease may be amended or changed only by written instrument duly executed by Landlord and Tenant and any alleged amendment or change which is not so documented shall not be effective as to either. The failure of either to insist in any one or more instances upon the strict performance of any one or more of the obligations of this Lease, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Lease or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach, act or omission.

Section 18.09 Severability. If any provision of this Lease or the application thereof to any person, entity or circumstance shall, for any reason and to any extent, be invalid or unenforceable but the extent of the invalidity or unenforceability does not destroy the basis of the bargain between the parties hereto as contained herein by invalidating an essential term, the remainder of this Lease and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by applicable law.

Section 18.10 Entire Agreement; Further Assurances. This Lease sets forth all the covenants, promises, agreements, conditions, and understandings between Landlord and Tenant with regard to the matters set forth herein, including, but not limited to, the financial obligations relating thereto, and there are no covenants promises, agreements, conditions, or understandings, either oral or written between them as to these matters, other than as are set forth herein. The recitals, schedules and exhibits attached hereto or referred to herein are hereby incorporated herein and made a part hereof. At any time or times after the date hereof, each party shall execute, have acknowledged, and delivered to the others any and all instruments, and take any and all other actions, as the other parties may reasonably request to effectuate the transactions described herein.

Section 18.11 Multiple Counterparts. This Lease may be executed in one or more counterparts, each of which shall be an original, but all of which shall constitute but one instrument.

Section 18.12 Successors and Assigns. This Lease shall be binding on, and shall inure to the benefit of, the parties hereto and the parties' respective permitted successors and assigns.

Section 18.13 No Third Party Beneficiaries. Nothing in this Lease shall be construed to permit anyone other than Landlord and Tenant and their respective successors and permitted assigns to rely upon the covenants and agreements herein contained nor to give any such third party a cause of action (as a third party beneficiary or otherwise) on account of any nonperformance or performance hereunder.

Section 18.14 Officials, Agents and Employees of State of Idaho Not Personally Liable**.** It is agreed by and between the parties that in no event shall any official, officer, employee or agent of the State of Idaho be in any way liable or responsible for any covenant or agreement contained in this Lease, express or implied, nor for any statement, representation or warranty made in or in any way connected with this Lease Agreement or the Premises. In particular, and without limitation of the foregoing, no full-time or part-time agent or employee of the State of Idaho shall have any personal liability or responsibility under this Lease Agreement, and the sole responsibility and liability for the performance of this Lease Agreement and all of the provisions and covenants contained in this Lease Agreement shall rest in and be vested with the Landlord.

Section 3.02 Nondiscrimination. Tenant hereby agrees to perform all of its obligations related to this Lease without discrimination on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and to comply with all relevant sections of: Title VI of the Civil Rights Act of 1964, as amended; and The Age Discrimination Act of 1975; and to comply with pertinent amendments to these acts made during the term of this Lease Agreement. Tenant further agrees to comply with all pertinent parts of federal rules and regulations implementing these acts. Tenant hereby agrees to provide equal employment opportunity in employment and not to discriminate on the basis of race, color, national origin, religion, sex, age, physical/mental impairment, and covered veteran status to the extent required by applicable law.

Section 3.03 Construction or Renovation of Buildings. All buildings owned or maintained by any State government agency or entity, or which are constructed or renovated specifically for use or occupancy by any such agency or entity shall conform to all existing state codes, including but not restricted to, the Idaho General Safety and Health Standards, the International Building Code, the International Mechanical Code, and the International Fire Code. If any conflict arises between applicable codes, the more stringent code shall take precedence. Prior to construction or remodeling of such buildings, where appropriate, construction plans shall be reviewed and approved by the Idaho Division of Occupational & Professional Licensing (DOPL), formerly Division of Building Safety the State Fire Marshal's Office; and the Permanent Building Fund Advisory Council.

Section 3.04 Long Term Energy Costs. Long-term energy costs, including seasonal and peaking demands upon the suppliers of energy, are to be a major consideration in the construction of the Improvements. Special attention shall include energy conservation considerations including: (i) International Energy Conservation Code adopted by the State of Idaho and the federal government; (ii) use of alternative energy sources; (iii) energy management systems and controls to include effective means to monitor and maintain systems at optimal operations; and

(iv) "state-of-the-art" systems and equipment to conserve energy economically. Tenant will perform energy modeling and provide those results to Landlord.

Section 3.05 Non-Smoking Buildings. All Improvements shall be designated as "non-smoking".

Section 3.06 Indoor Air Quality. Tenant agrees to develop and maintain an indoor air quality management program and to maintain it in conjunction with all construction projects in the Premises as well as on all ongoing maintenance and repairs of the Premises. Said program shall optimize and document the use of air quality compliant materials inside the Improvements to reduce the emissions from materials used in the Improvements. Ongoing indoor air quality requires the use of low or no VOC paints, solvents, adhesives, furniture and fabrics. VOC and chemical component limits shall not exceed Green Seal's Standard GS-11 requirements. Paints used on site shall be low VOC and are to be brush-applied only, spray painting is not allowed on the interior of the Building. Carpet must meet the requirements of the CRI Green Label Plus Carpet Testing Program. Carpet cushion must meet the requirements of the CRI Green Label Testing Program. Composite panels and agrifiber products must not contain added urea-formaldehyde resins. Laminate adhesives used to fabricate on-site and shop applied assemblies containing these laminate adhesives must contain no urea-formaldehyde.

Section 18.15 No Broker. The parties warrant and represent to each other that no real estate broker or agent was instrumental or in any way responsible in bringing about this Lease. Each party shall be responsible for any fees or compensation due any broker or agent engaged by such party.

Section 18.16 Time is of the Essence. Time is of the essence in this Lease and the performance of all obligations under this Lease.

Section 18.17 Laws and Regulations Cited in Lease. With respect to any law or regulation cited in this Lease, the citation shall refer to the law or regulation as it may be amended from time to time, or any successor laws or regulations as the same may be renumbered or renamed from time to time.

Section 21.23 Anti-Boycott Clause. Tenant hereby certifies that it is not currently engaged in, and will not for the duration of the Agreement, as amended from time to time, engage in, a boycott of goods or services from Israel or territories under its control.

ARTICLE 19

REPRESENTATIONS AND WARRANTIES

Section 19.01 Representations and Warranties of Tenant.

(a) Tenant represents and warrants to Landlord that (i) the execution, delivery and performance of this Lease is within its power, has been authorized by all necessary action and on the date hereof; (ii) this Lease has been duly executed and delivered by an authorized person of Tenant; (iii) this Lease, assuming that it has been duly and validly executed and delivered by Landlord, is the valid and binding obligation of Tenant, enforceable against Tenant in accordance

with its terms, subject to general equitable principles and applicable provisions of law related to bankruptcy, insolvency and creditors' rights generally; (iv) the execution, delivery and performance by Tenant of this Lease does not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Tenant, its activities or property is bound or any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Tenant, its activities or property; (v) there are no lawsuits, claims, suits, or legal, administrative or other proceedings or investigations, civil or criminal, pending or, to Tenant's knowledge, threatened against or affecting Tenant, nor to Tenant's knowledge, is there any basis for any of the same; and there is no action, suit or legal, administrative or other proceeding pending or, to Tenant's knowledge, threatened which questions the legality or propriety of the transactions contemplated by this Lease; and (vii) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Tenant, its activities or property is required for the execution, delivery or performance by Tenant of this Lease.

Section 19.02 Representations and Warranties of Landlord. Landlord represents and warrants to Tenant that (i) it is a body corporate and politic of the State of Idaho is qualified to transact business in Boise, Idaho, and has all requisite power and authority to carry on its business as now conducted and to execute, deliver and perform this Lease; (ii) the execution, delivery and performance by Landlord of this Lease is within its power, has been authorized by all necessary action and does not contravene any provision of its governing documents or legislative authority, as in effect on the date hereof; (iii) this Lease has been duly executed and delivered by an authorized person of Landlord; (iv) this Lease, assuming that it has been duly and validly executed and delivered by Tenant, is the valid and binding obligation of Landlord, enforceable against Landlord in accordance with its terms, subject to general equitable principles and applicable provisions of law related to public entities, bankruptcy, insolvency and creditors' rights generally; (v) the execution, delivery and performance by Landlord of this Lease do not conflict with or result in a breach of any of the provisions of, or constitute a default under, any bond, note or other evidence of indebtedness, indenture, mortgage, deed of trust, loan agreement or similar instrument, any lease or any other material agreement or contract by which Landlord, its activities or property is bound or, in the good faith belief of Landlord, and excluding any provisions of this Lease that are limited by the extent to which they are permitted by Law, for which Landlord makes no representation or warranty, any applicable law or order, rule or regulation of the court or governmental authority having jurisdiction over Landlord, its activities or property; and (vi) no order, permission, consent, approval, license, authorization, registration or filing by or with any governmental authority having jurisdiction over Landlord, its activities or property is required for the execution, delivery or performance by Landlord of this Lease.

IN WITNESS WHEREOF, each of the Parties hereto has executed this Lease effective as of the day and year first set forth above.

LANDLORD

BOISE STATE UNIVERSITY

By: _____
Name: _____
Title: _____

TENANT

BOISE STATE UNIVERSITY FOUNDATION, INC.

By: _____
Name: _____
Title: _____

Exhibit A

Legal Description of the Land

The Land is located in the south-central portion of the City of Boise, Ada County, Idaho, and occupies a portion of the SW1/4NE1/4 of Section 15, Township 3 North, Range 2 East, Boise Meridian. The site to be developed is approximately 0.42 acre.

BOISE STATE UNIVERSITY

SUBJECT

Melaleuca - Boise State University Foundation Gift and Boise State University Donor Recognition Agreement and Site License Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K. (Construction), Section V.E.2.a.xvi. (Affiliated Foundations), Section V.I. (Real Property)

BACKGROUND/DISCUSSION

Melaleuca proposes to donate $4.5 million to the Boise State University Foundation in order to procure and install a south end video board in Albertsons Stadium, similar to the north end video board. Boise State University would provide the Foundation and its contractor with necessary temporary access for installation and construction access to the closed site through a Site License Agreement and other agreements as necessary to complete the project in a timely manner. The parties hope to complete the project before the first football game in the fall, but in the event that is not possible, by the first football game in the fall of 2023.

There is, concurrently on the Board's agenda of this date, a separate request for approval of the Naming of the video board for Melaleuca.

The University presented the project to the Permanent Building Fund Advisory Council (PBFAC) on April 5 as an information item, in accordance with Idaho Code, including §67-5710A(b) and PBFAC rules governing non-state entity funded projects. The University will seek approval of the Video Board "plans and specifications" by PBFAC at a subsequent meeting, once Board approval is obtained and the plans and specifications are completed.

IMPACT

Partnering with Melaleuca and the Foundation to procure and install a 120 foot by 50 foot video board/score board in the south end of the stadium, and replace the existing smaller scoreboard, will deeply enhance the Boise State University Albertsons Stadium fan experience, and provide significant opportunities for sponsorship with our multimedia rights partner Bronco Sports Properties (Learfield).

ATTACHMENTS

Attachment 1- Boise State University Foundation Gift and Boise State University Donor Recognition Agreement

Attachment 2 – Site License Agreement (for access to the closed site, for installation)

STAFF COMMENTS AND RECOMMENDATIONS

Boise State requests approval for this agreement to partner with the Boise State Foundation to purchase and install what is said to be the largest video board in the Mountain West Conference. Valued at $4.5 million, the video board is also the largest single one-time donation to Boise State's athletics program. There is an accompanying request for naming the video board in the Planning, Policy and Government Affairs agenda. Staff recommends approval.

BOARD ACTION

I move to approve the Foundation Gift and University Donor Recognition Agreement, and authorize the video board's installation in Albertsons Stadium in accordance with that Agreement and the Site License Agreement in substantial conformance with Attachments 1 and 2, and further authorize the President or her designee to execute all necessary documents or agreements, and take such actions as are reasonably necessary to permit the Foundation to install the video board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY FOUNDATION GIFT
AND BOISE STATE UNIVERSITY DONOR RECOGNITION AGREEMENT

This Agreement is entered into on this 29th day of March, 2022, by, among, and between Melaleuca, Inc. (the "Donor"), the BOISE STATE UNIVERSITY FOUNDATION (the "Foundation"), an Idaho non-profit corporation, with its principal offices at 1173 W. University Ave., Boise, ID 83706, and BOISE STATE UNIVERSITY by and through its ATHLETIC DEPARTMENT (the "University"). This Agreement supersedes any other prior agreements pertaining to this gift between the Donor and the Foundation.

Recitals

I. The Boise State University Foundation desires to receive gifts which support University programs; and

II. Boise State University's Department of Athletics desires to partner with Donors to support its programs; and

III. Donor desires to support University's Department of Athletics through the donation, to the Foundation, of a Four Million Five Hundred Thousand Dollar ($4,500,000) gift for the sole purpose of acquiring and installing an approximately one hundred and twenty- foot by fifty-foot Video Board (with score board-like capabilities) for Albertsons Stadium; and

IV. Donor Recognition upon the University's Video Board will provide an opportunity for the University to recognize Donor's support of the Department of Athletics through the gift to the Foundation.

A. Property & Purpose

The Donor agrees to contribute Four Million Five Hundred Thousand Dollars ($4,500,000) (the "Gift") to the Foundation for the sole benefit of the University and for the sole purpose of acquiring and installing an approximately one hundred twenty (120) foot by fifty (50) foot Video Board for the South End of Albertsons Stadium (the "Stadium"). Such installation shall commence as soon as reasonably possible following execution of this agreement, and acquisition of necessary University and State of Idaho approvals. This Agreement's provisions and terms, and the validity and enforceability of the same, are expressly conditioned and contingent upon formal approval by the State Board of Education. In the event that this Agreement's provisions and terms are not expressly approved by the State Board of Education as required, then the parties hereto shall be fully released and discharged from any obligation contained within this Agreement, and this Agreement shall be of no further force or effect.

The parties will work in cooperation to complete the project as quickly and safely as possible, with a final installation date of no later than September 1, 2023. The Donor will make gifts in payment of this contribution in the form of cash, marketable securities, and/or other property acceptable to the Foundation and in accordance with the following schedule:

Four Million Five Hundred Thousand Dollars ($4,500,000) on or before March 31, 2022.

This Gift will be used to procure a Video Board which meets the specifications and measures of quality as established by the University and Donor. Licensed use of the Stadium to the Foundation to undertake installation will be requested by Foundation, and offered by University, subject to the Stadium's availability at all times.

Upon completion of installation and construction of the Video Board, Foundation will convey the Video Board to the University, free of any cost or charge, and the University will assume Video Board responsibilities which are commonly associated with ownership.

B. Spending

This Gift will not be added to the Foundation's general endowment. The use of these funds is described above and no long-term fund shall be created. Except as otherwise contemplated by this Agreement, the Gift shall be subject to the Foundation's Fee, Gift Acceptance, and Investment policies and procedures. The unused portion of the Gift, if any, shall be returned to the Donor if the purpose described above is not able to be accomplished for any reason. In the unlikely event that the Gift is insufficient to accomplish the purpose set forth herein, the Parties hereto shall work in good faith toward solutions which accomplish the stated purpose.

C. Additions

Subsequent additions of cash or property shall be allowed subject to the Foundation's acceptance of the same.

D. Publicity and Donor Recognition

In consideration for the Gift, the University shall acknowledge the Gift by adding the Donor's name and logo for Melaleuca, Inc., to the front and back ("Naming") of Albertsons Stadium's South Video Board (the "Video Board"). Before the Naming is erected, Donor shall have completed the Gift. Subject to the terms of this Agreement, the Naming will last for the useful life of the Video Board; provided, however, the determination of "useful life" shall be in the sole and absolute discretion of the University, after any required assessments of costs associated with maintenance.

The Donor agrees to be recognized with the Donor name and logo on the Video Board, provided that prior to the Naming being erected, the appearance of the Naming including size, color and all other aspects of the appearance of the Naming shall be mutually agreed between the Donor and the University.

Bronco Sports Properties is identified as a party acknowledging this agreement, and the parties hereto contemplate and understand that a letter agreement between the University and BSP is necessary and a required element of this Agreement.

Termination of Naming. In addition to any rights and remedies available at law, pursuant to University Policy 11000, Boise State University (the "University" or "Boise State") may terminate this Agreement and all rights and benefits of the Donor hereunder, including terminating the Naming, upon the occurrence of either of the following:

1. Default in payment of the Gift as provided in this Agreement, or
2. In the unlikely event the University determines in its reasonable and good faith opinion that circumstances have changed such that the Naming chosen by the Donor would have a material adverse impact on the reputation, image, mission, or integrity of Boise State and/or the University.

Upon any such termination of this Agreement and/or the Naming hereunder, the Foundation shall have no further obligation or liability to Donor.

Recognition. The Donor authorizes the University to announce this Gift publicly in official University print and digital communications vehicles. The University will give the Donor the opportunity to review announcements and/or publicity recognizing Boise State's receipt of this gift and the use of the funds, in advance.

In recognition of the key role played in securing the gift by Mr. VanderSloot, the University shall recognize Mr. VanderSloot as a member of the University's Lyle Smith Society for a period of 5 years following the Donor's payment.

Additionally, Boise State University shall provide the Donor, without charge, a license for the first available luxury suite in the Stueckle Sky Center (or such other luxury suite as Donor may reasonably request, subject at all times to availability), eight (8) Stueckle Sky Center Club seats; fifty (50) main stadium football season tickets for each home football game for a period of ten (10) years commencing with the 2022-23 football season, and twenty (20) men's basketball season tickets for the same ten (10) year period.

Donor's and Donor's guests' use of the licensed suite are subject to the benefits, terms, conditions and responsibilities set forth in the License Agreement. University may, in its sole and absolute discretion, notify Donor, because of its status as a Suite License Holder, of Additional Events occurring in the Stadium. Additional Events may require a minimum number of Suite Tickets to be purchased in order to secure the Suite. The purchase price of Suite Tickets to each such Additional Event will be established by the University. In the event Suite Holder does not purchase the minimum number of Suite Tickets required for the Additional Event, University may license such Suite or sell Suite Tickets to members of the general public.

University and Foundation encourage Donor to obtain independent tax advice regarding any charitable contribution deduction, and University and Foundation makes no representation or warranty regarding any possible tax deductibility of any portion of the Gift or other amounts payable hereunder.

The University shall also allow the Donor the use of Albertsons Stadium for one (1) high school football game to take place on August 26, 2022. Melaleuca will be responsible for all hard costs (anticipated to be approximately four to five thousand dollars) associated with the game. Melaleuca will not pay a fee for use of the stadium.

E. Right of First Refusal

The University, and its multimedia partners shall not offer any right or benefit that Donor has received pursuant to this Agreement to any other person without first offering to the Donor such right or benefit (or extension of Donor's existing rights or benefits) on the same or better terms as offered to any third party. This right of first refusal includes, but is not limited to, the Donor's opportunity for the Naming of any future Video Board on the South stadium, occupancy of any luxury suite and the provision of event tickets. If the parties cannot reach a mutually acceptable written agreement on terms related to this right of first refusal within ninety (90) days of the University's offering the same to the Donor, then the right shall be extinguished, and void.

F. Irrevocability and Amendment

This Agreement shall be irrevocable and binding upon all parties, their successors, heirs, personal representatives, and assignees, provided however that surviving Donor(s) and the Boise State University Foundation reserve the right jointly to amend this Agreement by written agreement signed by each of them to such effect.

G. Law
This Agreement is made and shall be interpreted according to the laws of the State of Idaho.

H. Transferability.
The rights granted to each party hereunder are not assignable or transferable by either party without the express written consent of the other party, which consent shall not be unreasonably withheld.

IN WITNESS WHEREOF, the parties agree to these terms according to the date written above.

BOISE STATE UNIVERSITY FOUNDATION
an Idaho non-profit corporation:

Paul Powell, Executive Director

Frank VanderSloot, Chief Executive Officer

Cole Clinger, President

BOISE STATE UNIVERSITY, DIVISION OF UNIVERSITY ADVANCEMENT

Matthew N. Ewing
Matthew N. Ewing (Apr 5, 2022 09:58 MDT)

Matthew Ewing, Vice President for University Advancement

BOISE STATE UNIVERSITY, ATHLETIC DEPARTMENT

Jeramiah Dickey (Apr 5, 2022 10:17 MDT)

Jeramiah Dickey, Director of Athletics

Agreed and Acknowledged:
BRONCO SPORTS PROPERTIES

LANDON DAY (Apr 5, 2022 10:44 MDT)

Landon Day, Vice President and General Manager

SITE LICENSE AGREEMENT

THIS SITE LICENSE AGREEMENT (this "Agreement" or "License Agreement") made effective this 1st day of May, 2022, between the Idaho State Board of Education by and through Boise State University, a State of Idaho public institution of higher education ("Licensor" or "University") and Boise State Foundation, Inc., a State of Idaho nonprofit corporation ("Licensee" or "Foundation"). University and Foundation shall each be a "Party" hereunder and collectively, the "Parties."

RECITALS.

Whereas, Foundation was established in 1964 for the benefit of University and in that capacity, accepts donations for the benefit of the University; and

Whereas, the University and the Foundation are committed to improving the University and the fan experience on the campus of Boise State University and within Albertsons Stadium in order to install, or to cause to be installed through a third-party construction agreement, a video board in the South End of the Stadium (the "Improvement"); and

Whereas, Licensor owns the real property upon and within Albertsons Stadium (the "Stadium") located in Ada County, Idaho, described generally as 1400 Bronco Lane, Boise, Idaho 83725, and more particularly described on **Exhibit "A"** attached hereto and incorporated herein ("Licensed Premises"); and

Whereas, Licensor desires a license to access and use the Stadium for the limited purposes hereinafter set forth, and, for the consideration and on the terms and conditions hereinafter set forth, University is willing to extend such license to Licensee; and

Whereas, the University and the Foundation have entered into certain agreements whereby Melaleuca, Inc., as donor, has contributed money for the purpose of acquiring and installing the Improvement; and

Whereas, Licensee and/or its third party construction partner, wish to access and use the Licensed Premises. Licensor wishes to grant said access and use of the property through this Site License Agreement. Where the term "Licensee" is used herein, the obligations of the Licensee are, and shall be, in writing, and "flowed down" to, and required of the Licensee's third-party contractor engaged for such installation. "Licensee" herein also refers to Licensee's designee contractor and/or subcontractors.

Now, Therefore, in consideration of the mutual covenants and agreements herein set forth by each Party to be kept and performed, and for other good and valuable consideration, the receipt, adequacy and sufficiency of which are hereby expressly acknowledged by each Party hereto, Licensor and Licensee hereby agree as follows with the intent to be legally bound.

1. Grant of License and Permitted Use of Licensed Premises.

Subject to the terms and conditions set forth below, Licensor hereby grants Licensee a revocable and non-exclusive license for the limited purpose of constructing and installing a stadium improvement - an approximately one hundred twenty foot (120') by fifty foot (50') light emitting diode (LED) video board - within the Albertsons Stadium, following procurement of the same by the Foundation. Plans and Specifications for the Video Board must be reviewed and approved by Licensor and/or its state agency partners, including, if required, the Permanent Building Fund Advisory Council. Licensee will contact Digline Inc. prior to start of construction, and coordinate construction and installation efforts and planning

with the University's Architecture and Engineering Services; Licensee to contact Construction Services at 208-387-6280 to verify if a construction permit is required.

The Stadium and/or Licensed Premises shall be used for no other use whatsoever, and this is the only permitted use (the "Permitted Use"). The initial budget for the design, development and construction of the Improvement (as it may be amended from time to time, the "Video Board Budget") is approximately four million, five hundred thousand dollars. Licensee shall pay all costs for procurement of the Video Board, and construction and installation of the Improvements from restricted funds donated specifically for that purpose. Licensor and Licensee agree that construction will not begin until the donation is received by the Foundation and any required (if required) approvals have been acquired (including, but not limited to the Foundation's governing board, the Permanent Building Fund Advisory Board and the State Board of Education).

2. Term; Consideration.

The term of this Agreement shall be for a period of _____ months commencing as of _____ (the "Commencement Date") through _____ (the "Termination Date"). The Termination Date may be extended, as agreed upon between the parties, in writing.

Licensee and Licensor agree that the license fee shall be abated prior to and during the term, as set forth herein, with consideration being acknowledged and agreed upon, as described above, being adequate for both parties, as established by the MOU between Boise State University and the Boise State University Foundation, and the Gift Agreement relating to the installation of the Video Board.

3. Signage and Displays.

The size, design, location and manner of installation of all signs and displays, including those of the contractors and/or subcontractors for Licensee, shall be subject to the prior written approval of Licensor.

4. Utilities.

"Utilities" shall mean water, water pressure, gas, electricity, fuel, light, heat, power, telephone, cable, internet service, sewerage service, trash removal, sanitary charges and assessments, security protection, or any other utilities or services attributable to or servicing the Licensed Premises. Licensor shall be entitled to either: **(a)** cause Licensee to contract for and pay for all Utilities in Licensee's name, commencing on the earlier to occur of: **(i)** the Commencement Date, or **(ii)** the date that Licensee or any designee of Licensee enters the Licensed Premises to commence any work therein, and Licensee shall pay when due all costs, charges and deposits related to the hook-up, furnishing, consumption, maintenance and installation of all Utilities, or **(b)** furnish such Utilities as Licensor elects to Licensee, in which event Licensee shall promptly reimburse Licensor the cost of such Utilities so furnished. Licensor shall be entitled, but not required, upon the failure of Licensee to pay such Utilities, to pay any costs or charges for or related to any of the Utilities, whereupon such costs or charges, or Licensor's estimate of Licensee's pro rata share of same shall be payable by Licensee to Licensor upon demand. Licensor shall have no liability to Licensee or any other party for any inadequacy, cessation, or interruption of any Utilities. Licensee shall not install nor utilize any equipment which may or will exceed or overload the capacity of any Utilities furnished or servicing the Licensed Premises.

5. Insurance.

Licensee shall provide and keep in force during the term of this Agreement, for the benefit of Licensor or any other persons or entities designated by Licensor, comprehensive general liability insurance provided

by a company selected by Licensee and satisfactory to Licensor, in an amount equal to at least one hundred percent (100%) of the replacement cost of the Licensed Premises and such other insurance, either through itself or through its contractors, satisfactory to the University, including builder's risk insurance, general liability insurance, workers compensation, and other policies as reasonably required by University. University shall be the right to review and approve all insurance policies retained by Licensee or its contractors with respect to the Premises.

All insurance coverages requested by the University must be obtained by valid and enforceable policies, in form reasonably acceptable to the Licensor, issued by insurers of recognized responsibility and licensed to do business in the state in which the Premises is located. Upon the execution of this Lease, and thereafter upon Licensor's request and not less than twenty (20) days prior to the expiration dates of the policies furnished by Licensee, certificates of insurance for all insurance coverages shall be delivered by Licensee to Licensor, with evidence reasonably satisfactory to Licensor of the payment of the full premiums on the policies. Licensee (or its contractor, as applicable) will name as additional insured Boise State University, the Idaho State Board of Education, and the State of Idaho.

The policies and certificates evidencing the policies of insurance shall provide for prior written notice according to the terms of the policy to Licensor of any cancellation, non-renewal, reduction in amount or material change in insurance policy coverage.

Licensee shall deliver certificates of such insurance to Licensor before entering the Licensed Premises or installing any of its equipment, and in any event. Policies shall include a provision that Licensor shall receive at least thirty (30) days advance notice prior to material changes or cancellation thereof. Furthermore, Licensor and Licensee shall cause their respective insurance policies to be written so that the insurers thereunder waive all rights of subrogation and shall have no cause of action against the other as a result of any casualty no matter how caused.

6. Covenants and Requirements of Construction.

A. In the installation and construction of the Improvement (sometimes referred to as the "Work"), Licensee:

1. shall obtain, at Licensee's own cost and expense, and comply with, all necessary municipal and governmental approvals, licenses, permits and certificates; comply with all laws, statutes, rules and regulations, and pay as an additional fee the cost of any documentary stamps or other transfer fees or any other sales, use or taxes on rents or other taxes, impositions or levies as are required by any governmental authority;

2. shall give prior notice to Licensor of all Licensee's architects, engineers and general contractors to be engaged in the construction of the Improvements, permitting Licensor to object to any such engagement, provided that such objection will not be unreasonably made, conditioned or delayed;

3. shall perform the Work within the times provided for herein, in compliance with the approved Plans and Specifications, in a good and workmanlike manner, and in accordance with all the provisions of this License;

4. shall allow Licensor reasonable access, but not unrestricted access, to the Licensed Premises during the Work, including a project manager(s) designated by Licensor (and compensated by Licensor) to monitor the Work;

5. shall perform the Work in a manner not to unreasonably interfere with the University's campus

life;

6. shall be fully and solely responsible for safety of the jobsite, the Construction Easement Areas, if any, and the immediately surrounding public areas and compliance with applicable safety laws and regulations;

7. shall timely pay, prior to the filing of any Liens, all proper accounts for work done or materials furnished under all contracts which it has entered into relating to the Work in accordance with the terms of the contracts and state law;

8. shall require the contractor to provide, on or before the commencement of the Work, the following bonds for the benefit of Licensee and Licensor, executed by a surety authorized to do business in the state in which the Premises are located and with an A.M. Best Rating of A- or better: (A) a co-obligee payment bond or a payment bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the original contract price; and (B) a co-obligee performance bond or a performance bond and a dual obligee rider in an amount equal to one hundred percent (100%) of the contract price as it may be increased;

9. while traffic interruption should be minimal if any, Licensee shall develop a traffic plan addressing traffic interruptions during the duration of the Work, if any, and all preexisting private and public automobile, bicycle and pedestrian transportation affected by the Work, including, but not limited to, access to bus stops and traffic during athletic, performing arts and other special events occurring during the duration of the Work and construction/contractor employee parking off site; and

10. shall provide for street cleaning, clear access to other University property, emergency vehicle access to all surrounding areas, construction staging with appropriate fencing and parking, hoisting requirements and limitations, project signage limitations, salvage items, and protection of surrounding sidewalks and existing infrastructure.

11. shall not allow open burning of any materials or any use or storage of Hazardous Materials (except in accordance with Environmental Laws) on the Licensed Premises.

B. The Work on the Improvement will be limited to 8:00 a.m. to 7:00 p.m. Monday through Friday and 9:00 a.m. to 6:00 p.m. on Saturday, with no heavy construction noise prior to 8:00 a.m. or during the University's final examination periods (which periods shall be determined by the University in its sole and absolute discretion). Unless otherwise approved by the Licensor, Licensee shall give seventy-two (72) hour written notice to residents and building operators prior to any utility shutdown which would affect the neighboring residential communities. No construction activity will be performed on the days of the University's commencement exercises.

C. Licensee shall require construction employees to adhere to a code of conduct approved by Licensor and in keeping with the code of conduct enforced by Licensor on other comparable construction projects undertaken by Licensor, which includes the University's policies prohibiting smoking on campus.

D. Upon completion of the Improvement, Licensee shall have completed in all respects, the Work in a good and workmanlike manner and in accordance with the Approved Plans and Specifications, and will ensure that all operational elements of the Video Board are in good working order and are available for use by Licensee and University;

Licensee and Licensor shall inspect the Video Board and mutually agree that the Improvement has been

completed; and ensure all other necessary approvals by public regulatory authorities have been given.

7. Indemnification.

Licensee shall use the Licensed Premises at Licensee's sole risk and Licensee shall defend, indemnify, and hold harmless Licensor, the State of Idaho, and the State Board of Education, and its trustees, officers, agents, invitees and employees from all claims, damages, or liabilities for injury or death to persons or property, including, without limitation, reasonable attorney's fees which may arise out of Licensee's use of the Licensed Premises for the Work on the Improvement, to the extent of proceeds of any indemnity benefiting Licensee, payment or performance bond, or insurance policy permitting recovery by Licensee.

8. Covenant Against Liens

Licensee covenants to keep the Licensed Premises free of all liens and claims of lien during the Term.

A. Licensee's Obligations to Discharge. Licensee shall promptly (and in any event within twenty (20) days of the date of filing), (a) furnish a bond satisfactory for the release of any filed mechanic's, laborer's, or materialman's lien, other encumbrance lien or charge upon the Premises, or any part of it (a "Lien") or (b) otherwise obtain a release or discharge any Lien.

B. Licensor's Rights to Discharge. If any Lien shall be filed against the Licensed Premises, or any part of it, including the Improvement (whether the Video Board has been installed fully, partially, or not at all) and Licensee has not discharged it of record or posted a bond satisfactory to Licensor to assure its discharge within twenty (20) days after the date on which the Lien is filed, then Licensor, in addition to any other right or remedy it may have, and without waiving its rights to declare a default, may discharge the Lien of record by bonding or otherwise. Any amounts paid by Licensor in the discharge by bonding of the Lien if Licensee fails to do so as required above, including, but not limited to, penalties, interest, costs, expenses, allowances and reasonable attorney's fees shall be paid by Licensee to Licensor on demand.

C. No Implied Consent of Licensor. Nothing in this Site License shall be construed as the consent or request of Licensor, express or implied, by inference or otherwise, to any contractor, subcontractor, laborer or materialman for the performance of any labor or the furnishing of any material for any improvement, alteration or repair of the Licensed Premises, or any part of it.

9. Condition of Licensed Premises and Alterations.

A. Licensee accepts the Licensed Premises for the Permitted Uses in "as is" condition without any obligation of Licensor to make any repairs or replacements; provided, however, Licensee at its sole cost and expense, shall keep, manage and maintain all portions of the Licensed Premises in good condition during the Term. Following Completion of the Improvement in the Stadium, and upon termination of this Site License, all repair, maintenance and other obligations commonly associated with ownership shall be obligations of University.

B. Licensee shall have the right to install or to place certain temporary structures (*e.g.*, tent, kiosk, trailer or the like) in or on the Licensed Premises, upon receipt of prior written approval by Licensor of descriptive information submitted to Licensor by Licensee for such temporary structures. Licensee shall be solely responsible for obtaining any necessary permits and governmental approvals to perform such work. The temporary structures, if any, located on the Licensed Premises shall be strictly temporary in nature and as such shall be limited in cost and

scope, and removed upon satisfactory completion of the Improvement.

10. Maintenance of Licensed Premises.

Licensee shall at all times keep and maintain the Licensed Premises and the surrounding area, including, without limitation, any of Licensee's equipment therein or thereabout, neat, clean, free of debris and trash, and in good order and repair and in an attractive and clean condition in accordance with the general character of the Stadium, and comply with the University policies relating to the use of University property and conduct.

11. Surrender of Licensed Premises.

On the Termination Date or earlier termination of this License Agreement, or upon earlier revocation of the License, Licensee shall quit and surrender the Licensed Premises in good order and condition, reasonable use and wear and tear excepted, and at Licensee's sole expense shall remove Licensee's equipment and any other property, and repair damages caused by such removal.

12. Assignment and Subletting.

Licensee shall not assign, mortgage or pledge this Agreement, nor enter into any occupancy agreement, concession or license of the Licensed Premises.

13. Notices.

All notices and demands provided herein shall be effective when received by hand delivery or sent by a nationally-recognized overnight courier service or by prepaid certified mail, return receipt requested, to the parties at the following addresses:

If to Licensor:
Jeramiah Dickey, Athletic Director
Boise State University
1910 University Dr.
Boise, ID 83706-1020

With a copy to:
Boise State University
Office of General Counsel
1910 University Dr.
Boise, ID 83725-1002

If to Licensee:
Boise State University Foundation, Inc.
1173 University Drive
Boise, Idaho 83706
Attention: Executive Director
Telephone: (208) 426-2372
paulpowell@boisestate.edu

With a copy to:
Holland & Hart LLP
800 West Main Street, Suite 1750
Boise, Idaho 83702
Attention: Tara Martens Miller
Telephone: 208-383-3932
Email: tmmiller@hollandhart.com

14. Default.

In the event that Licensee fails to cure any default hereunder with respect to the performance of any of the terms, conditions or covenants of this Agreement after notice to do so, Licensor may, if Licensor so elects, at any time thereafter terminate this Agreement and the term thereof, and this Agreement shall terminate and come to an end on the date fixed in such notice as if the date were the date originally fixed in this Agreement for the termination thereof.

15. Remedies of Licensor.

Upon default by Licensee, Licensor shall have all remedies, at law, in equity or otherwise (inclusive of self-help), all such remedies to be cumulative and exercisable by Licensor in such order, at such time, and with such frequency as Licensor may, in Licensor's sole discretion, determine.

16. Licensor's Entry.

At all times during the term of this Agreement, Licensor and Licensor's authorized representatives shall be free to inspect or make repairs, improvements or additions in or on the Licensed Premises, as may be necessary and appropriate.

17. Licensor Improvements.

Licensor shall have no obligation at any time during the term of this Agreement to make any changes or repairs to or improvements of the Licensed Premises or the Shopping Center, nor to provide heating or air conditioning for the Licensed Premises.

18. Force Majeure.

Neither Licensor nor Licensee shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this License Agreement, for any failure or delay in fulfilling or performing any term of this License Agreement, when and to the extent such failure or delay is caused by or results from Force Majeure. For purposes of this Agreement, Force Majeure means any event or condition beyond the reasonable control of a party which, despite its reasonable efforts to prevent, avoid, delay or mitigate, prevents, impacts or delays a party from performing its obligations under this Lease. Force Majeure includes, but is not limited to: (a) acts of God; (b) flood, fire, hurricane, earthquake or unusually severe weather; (c) epidemic or quarantine; (d) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, explosion, riot or other civil unrest; (e) government order or law; (f) actions, embargoes or blockades in effect on or after the date of this Agreement; (g) action by any governmental authority, including a public health authority; (h) national or regional emergency; (i) strikes, labor stoppages or slowdowns or other industrial disturbances; (j) shortage of adequate power or transportation facilities; (k) significant, unforeseen, and severe change in the economic condition of a party related to market forces or unforeseen loss of government funding beyond the control of such party and not proximately related to

such party's own actions; (l) significant and unforeseen increases in the price of construction labor and materials prior to commencement of the Project that are greater than the average annual increases in the last ten years; (m) failures in the banking and financial systems of the United States; and (n) other events beyond the reasonable control of the party impacted by the Force Majeure Event (the "Impacted Party"). The Impacted Party shall give notice as soon as practicable but in any event, within ten (10) business days of the Force Majeure Event to the other party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause.

19. Attorneys' Fees and Costs.

In the event that any default by Licensee in the performance of any of the terms, conditions or obligations of this Agreement requires Licensor, in the exercise of Licensor's sole discretion, to engage the services of an attorney to enforce compliance by Licensee with the terms, conditions and obligations hereof, Licensee shall reimburse Licensor for all reasonable legal fees and expenses.

20. Entire Agreement.

This Agreement contains the entire agreement between the parties, and all prior understandings and agreements between the parties are merged into this Agreement. This Agreement may be changed or modified only by a writing executed by the party against whom enforcement thereof is sought.

21. Rules Governing.

This Agreement shall be governed by and construed in accordance with the laws of Idaho.

22. Time is of the Essence.

Time is of the essence of this Agreement and of each and every provision hereof of which time is an element.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound, hereby have executed this Agreement under their respective hands and seals as of the day and year first above written.

LICENSOR:
Boise State University

By: _____
By:

Title:
Jo Ellen Dinucci, Associate VP, Finance and Administration

LICENSEE:
Boise State University Foundation
An Idaho Non-Profit

By: _____
By:
Paul Powell
Executive Director

EXHIBIT "A"

(licensed premises cross-hatched)

IDAHO STATE UNIVERSITY

SUBJECT

Professional Fee for existing Sign Language Interpreting program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Idaho State University requests permission to change the fees for the Sign Language Interpreting model, discontinuing class fees and adding professional fees, in accordance with Board Policy V.R., subsections 3.b. and 3.c. The program has recently become eligible to charge a professional fee, earning specialized accreditation and leading to a licensed profession. To present, the program has funded some activities through class fees. This proposed change would enable the program to self-fund the activities and supplies needed for student success. The professional fee would initially be established at $120 per credit, in addition to normal tuition.

To become licensed and able to work, interpreters must take at least two credentialing exams. These should be taken near graduation so students are able to practice in their field; however, the exams have been cost-prohibitive for the majority of students. The new professional fees include covering these exams.

IMPACT

The fiscal impact of the proposed professional fee was estimated based on 18 incoming and continuing students and 10 new students (FTE) per year after the first year. In setting the professional fees, the goal was to provide an affordable option to students while ensuring that revenue would cover the costs.

The professional fee of $120/credit keeps the overall cost of the program the second lowest of all comparable accredited programs, nationwide. Because of the agreements with community colleges, it is anticipated that candidates will enter the proposed program having earned 60 credits and completed their general education requirements. The total cost to a student entering the program with an associate degree would be $6,840 plus university tuition and fees.

ATTACHMENTS

Attachment 1 – Proposed budget for the Sign Language Program
Attachment 2 – Justification

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds this request meets the criteria for a professional fee under Board policy. Current special course fees are $1,490 for two years ($745 per year), while the proposed professional fee would be $6,840 for two years ($3,420 per year). The

proposed fees cover the cost of exams, specialized equipment and software, and travel costs for field observations. Most students currently in the program have completed their first two years of study at Idaho State University. Staff notes that while this is presented as a 2+2 completion program, there are no formal and signed articulation agreements between ISU and the community colleges. However, informal verbal agreements appear to be in place allowing community college students to matriculate into the program. Staff strongly recommends ISU establish written formal articulation agreements with community college partners.

BOARD ACTION

I move to approve the request by Idaho State University to add a professional fee of $120.00 per credit to the Sign Language Interpreting program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

IDAHO STATE UNIVERSITY
Resource Allocation and Impact Summary

PROGRAM IDENTIFICATION ISU #2022-02 Professional Fee Request for B.S. in Sign Language

Program Resource Requirements. 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).

I. PLANNED STUDENT ENROLLMENT

	FY 2023		FY 2024		FY 2025		FY 2026		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	10	10	10	10	10	10	40	40
B. Shifting enrollments	8	8	10	10	10	10	10	10	38	38
Total Enrollment	18	18	20	20	20	20	20	20	78	78

II. REVENUE

	FY 2023		FY 2024		FY 2025		FY 2026		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									$0.00	$0.00
2. Institution Funds									$0.00	$0.00
3. Federal									$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments									$0.00	$0.00
5. Student Fees	$60,480.00		$67,200.00		$67,200.00		$67,200.00		$262,080.00	$0.00
6. Other: (Specify)									$0.00	$0.00
Total Revenue	$60,480.00	$0.00	$67,200.00	$0.00	$67,200.00	$0.00	$67,200.00	$0.00	$262,080.00	$0.00

On-going is defined as on-going 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

	FY 2023		FY 2024		FY 2025		FY 2026		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE									0.00	0.00
2. Faculty									$0.00	$0.00
3. Adjunct Faculty	$10,000.00		$10,300.00		$10,609.00		$10,927.27		$41,836.27	$0.00
4. Graduate/Undergrad Assistants									$0.00	$0.00
5. Research Personnel									$0.00	$0.00
6. Directors/Administrators	$2,500.00		$2,500.00		$2,500.00		$2,500.00		$10,000.00	$0.00
7. Administrative Support Personnel									$0.00	$0.00
8. Fringe Benefits	$2,015.00		$2,015.00		$2,046.50		$2,078.95		$8,155.45	$0.00
9. Other:									$0.00	$0.00
Total Personnel and Costs	$14,515.00	$0.00	$14,815.00	$0.00	$15,155.50	$0.00	$15,506.22	$0.00	$59,991.72	$0.00

	FY 2023		FY 2024		FY 2025		FY 2026		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel	$4,000.00		$4,500.00		$4,500.00		$4,500.00		$17,500.00	$0.00
2. Professional Services	$16,250.00		$18,425.00		$18,425.00		$18,425.00		$71,525.00	$0.00
3. Other Services	$10,050.00		$11,050.00		$11,300.00		$11,550.00		$43,950.00	$0.00

4. Communications									$0.00	$0.00
5. Materials and Supplies	$14,400.00		$14,790.00		$14,790.00		$14,790.00		$58,770.00	$0.00
6. Rentals									$0.00	$0.00
7. Materials & Goods for Manufacture & Resale									$0.00	$0.00
8. Miscellaneous									$0.00	$0.00
Total Operating Expenditures	$44,700.00	$0.00	$48,765.00	$0.00	$49,015.00	$0.00	$49,265.00	$0.00	$191,745.00	$0.00

	FY 2023		FY 2024		FY 2025		FY 2026		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources									$0.00	$0.00
2. Equipment									$0.00	$0.00
Total Capital Outlay	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
D. Capital Facilities Construction or Major Renovation									$0.00	$0.00
E. Information Technology Support									$0.00	$0.00
F. Other Costs										
1. Utilities									$0.00	$0.00
2. Maintenance & Repairs									$0.00	$0.00
3. Other: College of Health Distribution	$907.20		$1,008.00		$1,008.00		$1,008.00		$3,931.20	$0.00

Total Other Costs	$907.20	$0.00	$1,008.00	$0.00	$1,008.00	$0.00	$1,008.00	$0.00	$3,931.20	$0.00
TOTAL EXPENDITURES:	$60,122.20	$0.00	$64,588.00	$0.00	$65,178.50	$0.00	$65,779.22	$0.00	$255,667.92	$0.00
Net Income (Deficit)	$357.80	$0.00	$2,612.00	$0.00	$2,021.50	$0.00	$1,420.79	$0.00	$6,412.08	$0.00

Please be specific in your notes for each line item -- OSBE's system allows notes for each individual cell entry. Add more lines as necessary.

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II.5.	$120 per credit hour professional fee, average 28 credits per year
III.A.3.	Adjunct Faculty: with increase of 3% each year
III.A.6.	Director Stipend
III.A.8.	Fringe (Adjunct, Stipend)-Calculated with FY23 proposed rates for all years
III.B.1	Travel and field trips (Seabeck, Immersion Weekend)
III.B.2.	OER Development, simulated interpreting, Student Professional Dev-guest speakers, PD hosting for students, mentor program,.
III.B.3.	Accreditation costs (Annual fee, site visit, faculty licenses, memberships, Professional Development, RID organizational dues, CIT organization dues)
III.B.5.	Materials & Supplies (Program related Costs-computers, software, course supplies, department reference materials and Studio & Lab-computer, software & accessories, furniture, camera, mic, tv, teleprompter)
III.F.3.	College of Health Administration distribution 1.5% of total revenue

The Communication Sciences & Disorders Department, Sign Languages Interpreting Program at Idaho State University proposes to establish a Professional Fee per Idaho State Board Policy Section: V Financial Affairs, Subsection: R. Establishment of Fees, 3.b.iii. Professional Program Fees.

The Sign Language Interpreting program consists of junior- and senior-level courses designed as a Bachelor's program for a 2+2 degree with Sign Language Studies Associate's degrees or comparable college experience. Sign language interpreting services must be provided in virtually all privately owned businesses, state and local government agencies, healthcare settings and educational settings from pre-K to advanced post-secondary programs. Since the Vocational Rehabilitation Act of 1964, the Education for all Handicapped Children Act of 1975, and the Americans with Disabilities Act of 1990, the job market for qualified interpreters has witnessed tremendous growth. All courses are taught by licensed interpreters, holding national certification, appropriate academic credentials, and experience.

The proposed professional fee is $120 per credit, the current class fees would be discontinued.

Sign language interpreting is a practice profession, and our students participate in simulated interpreting experiences and an internship as part of their program, both required as part of the program accreditation. New accrediting standards require additional supervisors. The new fee includes compensation for actors in simulated interpreting and internship supervisors.

To work as a licensed interpreter in Idaho and the majority of states, students must pass a knowledge exam and a performance exam. Students have had to pay for these exams on their own in the past. Many students were unable to budget for it, so they did not take the exams and could not work in the field directly upon completion. In discussing with students over the past three years, they have requested we budget this cost into the program. For the Class of 2021, we piloted covering the cost of both exams for our six graduates. All passed the assessments at a high enough level that they could work in educational settings, and 3/6 scored well enough to qualify for a full license. Anecdotally, it is expected to take 3 years of work before someone has enough skill to qualify at that level. This request will cover the $675 fee for those exams.

This request includes specialized equipment and software suitable for video editing that is required for our field. It also provides a website for students to engage in the type of reflective analysis to maximize their learning while completing assignments efficiently; students have provided significant input on this tool's development. Educational resources and texts are expensive in our field. This request includes development of Open Educational Resources (OER) and materials, thereby lowering the unexpected costs of specialized texts and videos.

Professional fees collected will support field trips to observe and participate in large gatherings of Deaf and DeafBlind individuals--both low-incidence populations, so travel is required. To allow students to go into educational and medical interpreting settings, we conduct background checks when they enter the program. Students attend an ASL-immersion experience we developed, and they attend a DeafBlind camp where they have the opportunity for authentic learning while working with DeafBlind people.

Now that Sign Language Interpreting is a licensed profession and our program has specialty accreditation, moving to a professional fee provides flexibility to support our students' opportunities and growth. Including the proposed professional fees, we will continue to be one of the least expensive accredited interpreting programs in the country. In a comparison with all Bachelor's-level accredited programs in the country, the proposed professional fee keeps Idaho the second-lowest cost for in-state

students and third-lowest for out-of-state students. We continue to provide excellent value for our students, the university, and the State of Idaho (see Tuition & Fee Comparison table below).

Tuition & Fee Comparison for Peer Institutions

Reported as total cost for the BS Degree			
Institution	**Resident**	**Non- Resident**	**# of Semesters**
University of North Florida	$31,558	$89,173	8
Idaho State University - current	**$ 33,596**	**$ 51,050***	**8**
Idaho State University - proposed	**$ 38,100**	**$ 55,554***	**8**
Western Oregon University	$41,076	$118,836	12
Eastern Kentucky University	$41,808	$46,000	8
University of New Mexico	$43,496	$110,409	8
Bloomsburg University of Pennsylvania	$45,718	$93,014	8
University of Northern Colorado (online program)	$53,280	$53,280	11
William Woods University	$107,130	$107,130	8
Columbia College Chicago	$112,230	$112,230	8
Mt. Aloysius (PA) College	$112,660	$112,660	8
Augustana University	$168,039	$168,039	9
St. Catherine University	$193,128	$193,128	8
Northeastern University	$230,704	$230,704	8

*1st year at non-resident rate, 2nd year and future years at resident rate

TAB	DESCRIPTION	ACTION
1	DEGREES OUTSIDE TRADITIONAL INSTITUTIONAL OFFERINGS	Action Item
2	UNIVERSITY OF IDAHO – ASSOCIATE OF SCIENCE IN FOREST NURSERY MANAGEMENT AND TECHNOLOGY	Action Item
3	UNIVERSITY OF IDAHO- ASSOCIATE OF SCIENCE IN FOREST OPERATIONS AND TECHNOLOGY	Action Item
4	UNIVERSITY OF IDAHO – ASSOCIATE OF SCIENCE IN WILDLAND FUEL AND FIRE TECHNOLOGY	Action Item
5	PROGRAM PROGRESS REPORTS	Information Item

SUBJECT

Degrees Outside Traditional Institutional Offerings

REFERENCE

June 2016	Board approved a legislative idea proposing amendments to Sections 33-2107A and 33-2107B, Idaho Code, to update the language in these sections to current terms and conditions as well as provide additional provisions that would allow for the teaching of third and fourth year curriculum with State Board of Education approval when there is an identified need within the community college service area that cannot be met either by the four year university or through an agreement or memorandum of understanding with the four year university.
September 23, 2016	Board approved legislation amending Sections 33- 33-2107C, Idaho Code, clarifying the district used for determining market value and population for operating third and fourth year college curriculum is the taxing district rather than the county in which the community college is located. Original legislative idea did not move forward.
June 2018	The Board approved a first reading of revisions to Board Policy III.Z. adding community colleges to their respective academic service regions, with designated responsibilities for applied baccalaureate degrees.
August 2018	The Board approved a second reading of revisions to Board Policy III.Z.
December 2020	The Board approved Lewis-Clark State College's proposal to offer a graduate certificate in Nursing Leadership and Management.
February 2021	The Board approved a first reading of proposed amendments to Board Policy III.Z. moving the statewide program responsibilities from the policy to the three-year plans, adding provisions for high need areas, removing provisions regarding the designated institution first right to offer a program and amending the requirements for entering an MOU to provide programs in shared service regions.

April 2021	The Board approved a second reading of proposed amendments to Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G., Postsecondary Program Approval and Discontinuance and Section III.Z., Planning and Delivery of Postsecondary Programs and Courses
Section 33-107(8), 33-2107A, 33-2107B, and 33-2107C, 33-3101 Idaho Code

BACKGROUND/DISCUSSION

In recent months and years, various public postsecondary institutions have proposed or indicated plans to offer degree programs that fall outside the types of degrees traditionally offered by these institutions. Examples include the College of Southern Idaho (CSI) and College of Western Idaho (CWI) proposing or planning to offer four-year Baccalaureate degrees, Lewis-Clark State College (LCSC) proposing to offer a graduate Master's degree, and the University of Idaho (UI) proposing to offer two-year Associate degrees.

Section 33-2107A, Idaho Code provides that community colleges may file with the State Board of Education "a notice of intent to … to organize and operate an upper division consisting of the third and fourth years of college curriculum with powers to grant baccalaureate degrees in liberal arts and sciences, business and education. Upper division courses and programs are subject to approval pursuant to section 33-107(8)" if they meet the population and market value requirements established in Section 33-2017C. Pursuant to Section 33-107(8), Idaho Code, the Board is responsible for approving all academic courses and programs of study offered at community colleges when such courses or programs of study are academic in nature. Community colleges have been authorized by the legislature to operate third and fourth year college curriculum since 1965, subject to the provisions established in Section 33-2107C. Board policy was revised in 2018 to include the community colleges as designated institutions serving applied baccalaureate degree needs. Shortly thereafter, CSI submitted proposals for two different baccalaureate degrees, including a Bachelor of Applied Science (BAS) in Advanced Food Technology (which was later renamed Operational Management) and a Bachelor of Arts (BA) in Teacher Education. Despite the 1965 law allowing community colleges to offer four-year degrees with the limitations described above, these were the first four-year programs proposed by any community college in Idaho of which there is a record. After lengthy discussion, the Board approved the BAS program, but did not approve the BA program. During this discussion, Board Member Dave Hill laid out a framework for making a decision about proposed degree programs that are outside of traditional program offerings which he used to determine his individual vote on the matter.

Dr. Hill's framework called for "demonstrated local need." Under this framework, proposed programs that fall outside traditional degree offerings should be designed to fill an urgent, local need, and should be non-competitive with offerings

from the institution(s) designated to offer programs in that service region per Board Policy III.Z.

This framework was not formally adopted by the Board through policy or any other mechanism.

In 2020, Section 33-3101, Idaho Code was amended to remove the limit on type and level of degree Lewis-Clark State College could offer, opening them up to the opportunity to offer graduate degrees, with individual programs requiring approval by the Board. Shortly thereafter, LCSC submitted a proposal to offer a Graduate Certificate in Nursing Leadership and Management. The Board approved this proposal with very little discussion.

In 2021, the University of Idaho included three associate degree programs on its three-year plan in the areas of forestry, nursery, and wildfire technology. The Board approved this plan, with some discussion about these programs in particular, at the August 2021 regular Board meeting. In February 2022, UI submitted proposals for these three Associate of Science programs: Forest Operations and Technology, Forest Nursery Management and Technology, and Wildland Fuel and Fire Technology. These programs are on the agenda for the April 2022 Board meeting for review and approval by the Board.

Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses authorizes University of Idaho to serve “undergraduate needs” in Regions I and II. However, the policy does not explicitly allow or prohibit UI from offering Associate-level degrees as part of meeting these undergraduate needs.

For context, Board Policy III.Z. assigns responsibility for the delivery of programs necessary to meet the educational and workforce needs with assigned service regions. Board policy requires institutions to develop a rolling three-year academic plan comprised of proposed new programs that are consistent with the institution’s assigned service region and statewide program responsibilities. Service regions are based on the six geographic areas identified in Section 33-2101, Idaho Code. Board Policy III.Z.2.b.iii. designates the specific academic service regions assigned to the four-year institutions and career technical service regions assigned to the six institutions that maintain technical education programs as part of their mission. The purpose of Board Policy III.Z. is “to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.”

All academic program proposals, including proposals for program changes, modifications, or discontinuation approved by institutions are submitted to the Board office for review and action. Board Policy III.G. outlines which programs require approval by the full Board and which programs may be reviewed and approved by the Executive Director or a designee. However, the Executive Director

may refer any proposal to the Board or germane subcommittee for review and action.

All proposals for new academic programs require institutions to report how the program would meet workforce, student, economic, and societal needs. Proposals also require institutions to identify enrollment and graduation projections, as well as to provide information on physical, library, and personnel resources needed for implementation, including any additional revenue sources such as reallocations, new appropriations, non-ongoing sources, and student fees.

Because Board policy is largely silent on the matter, the Board currently does not have an agreed-upon framework for evaluating proposed degree programs that fall outside traditional offerings, as illustrated in the examples above.

IMPACT

The adoption of a formal framework for evaluating proposed degree programs that fall outside traditional offerings would provide more consistency and uniformity in the Board's decision-making regarding such programs. Such a framework would also provide more transparent direction to the institutions as they work to respond to demonstrated local needs.

ATTACHMENTS

Attachment 1 – Dr. David Hill's Proposed Framework

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the Board develop a framework for evaluating degree programs that fall outside traditional program offerings. In developing this framework, staff recommends the Board consider the criteria included in Dr. Hill's proposed framework from 2018, as well as the following potential criteria:

1. Uniqueness – Requires specialized expertise and is unlikely to be offered by institutions that would normally offer that type of degree.
2. Support – Buy in and full support from those institutions that would normally offer the proposed degree type(s) in the state or region.
3. Collaboration – Full exploration of alternatives have been considered, including potential collaboration(s) with other institutions that typically offer the degree type(s) being proposed.

As part of this framework, the Board may also want to consider how industry/workforce needs are identified and prioritized in a service region or at the statewide level. If an industry/workforce need is identified, but the institution in that service region cannot or does not wish to meet the need, who is authorized to step in and meet that need? Specifically, the Board may want to direct staff to revise the process used to develop three-year program plans to include an overall review of the institutions' service regions and workforce needs.

BOARD ACTION

I move to direct staff to develop policy language that incorporates a framework which is useful for evaluating degree programs that fall outside traditional program offerings.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Framework for Evaluating Degree Programs Outside Traditional Offerings

as described by Dr. David Hill in 2018 in response to the College of Southern Idaho proposing to offer baccalaureate programs

I have given this some thought and have decided that I can support this proposal under some fairly strict conditions.

I believe that any Board policy on Baccalaureate degrees at Community Colleges should allow for the unique degrees that they can offer. As such, the CSI proposal on Food Processing Tech passed IRSA unanimously. However, I suggest that Board policy should allow for exceptional cases of demonstrated **local need.** A **local need** proposal would have the following properties:

It should be designed to fill a local need. The metric should be not where the students come from but, rather, where they work after completing their course. To have confidence that this is indeed the case local employers will have to make commitments to employ and the graduates make commitments to stay. It does us no good to create a program to train people who then promptly leave the area.

The need should be urgent. Local employers should be willing to write letters stating that indeed the need is urgent and back that up with internships etc.

It should be non-competitive with offerings from the service area owner. We should get a written commitment from the 4-year institution that they support this program conceptually and, if necessary, with practical assistance. The letter should come from the President of the institution.

UNIVERSITY OF IDAHO

SUBJECT

Associate of Science in Forest Nursery Management and Technology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.E., III.G., and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to create an Associate of Science (A.S.) in Forest Nursery Management and Technology. The proposed program is not related to any existing degree program at the UI or any other state two-year or four-year institution. The proposed program follows stakeholder input, and an assessment of workforce needs across the state and region. Currently, UI offers a Bachelor of Science (B.S.) in Forestry; however, there is no specific emphasis area in this degree focused on nursery management and technology. This is in part because the B.S. Forestry degree requires extensive training in forest science, whereas the workforce needs for the forest nursery sector requires emphasis on plant propagation and management, as well as entrepreneurial skills related to marketing and sales.

The UI is uniquely positioned in the state to help meet the demand for a skilled forest nursery workforce. UI is one of the only two universities in the nation operating a commercial forest nursery. The Pitkin Forest Nursery currently produces approximately 500,000 seedlings per year for both public and private stakeholders. We have the faculty and staff expertise, as well as the opportunity to develop a skilled workforce for forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed program will provide students with a hands-on, in-depth education focused on developing the technical, managerial, and entrepreneurial skills needed to manage a sustainable forest nursery. We anticipate that students from Idaho's rural communities will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students within these rural communities. We believe this A.S. degree is a critical component for the UI in meeting its land-grant mission.

This new A.S. degree builds upon existing course offerings in forestry, plant sciences, and business, and we do not anticipate additional significant resources will be needed to deliver the program. We do anticipate that this A.S. degree will attract more students currently not enrolled at UI or being served by other institutions in the state. While we believe most graduates of the program will enter the forest nursery workforce, students interested in transferring into a four-year degree will be well positioned to do so since many of the disciplinary-based courses that are part of the A.S. degree would meet some of the basic

requirements. This includes disciplinary-based electives, as part of the UI's B.S. Forestry, General Forestry Emphasis and B.S. Horticulture and Urban Agriculture.

The UI/College of Natural Resources intends to seek professional accreditation of the A.S., Forest Nursery Management and Technology degree through the Society of American Foresters (SAF). As specified by SAF, to meet the *Forest Technology* accreditation standard, programs must have:

1) clear program purpose and learning outcomes;
2) adequate resources, including advising;
3) adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry);
4) support the learning environment with computers, specialized software, spatial information technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills; and
5) have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement.

The fifth component of the *Forest Technology* accreditation standard requires that this degree consist of more than 60 credits. Therefore, the request includes that the Board provide an exception to Board Policy III.E., which limits A.S. degrees to 60 credits.

IMPACT

The Bureau of Labor Statistics (BLS) estimates that employment needs in the farmworkers and laborers, crop, nursery, and greenhouse sector will increase by 5.3% in the U.S. from 2020-2023, with approximately 87,000 job openings annually through growth and replacement needs. Similar growth projections are expected for Idaho, with a 5.2% increase in positions from 2020-2030, with 1,104 new and replacement positions open annually.

Across the western U.S., increased wildfires and other forest health issues, as well as emerging efforts to use forests to meet carbon sequestration goals to help mitigate climate change, are leading to increased demand for seedlings as part of reforestation and restoration efforts. For example, the recent Trillion Trees Initiative established by the United Nations Environment Programme and followed by the Trillion Trees Act passed by the 116th U.S. Congress, has the goal of planting one trillion new trees globally to support efforts to reduce global atmospheric carbon, support the forestry and wood products industry, and incentivize the use of sustainable wood-based building products that sequester carbon.

Numerous forest nurseries have closed in rural Idaho and beyond, leading many to wonder where the supply of tree seedlings will be produced that will be needed to meet new reforestation, restoration, and climate migration activities. There is

clearly an opportunity for the private sector to help meet these demands assuming there is a qualified workforce to support these efforts.

The proposed A.S. degree will help train this next generation of forest nursery owners and workers by providing them with a specific skillset that integrates plant production, sustainable nursery management, and sales and marketing. We anticipate that once trained, these individuals will remain in Idaho and the region and serve the forest nursery industry and rural communities.

The proposed program does not anticipate significant resources to deliver the program and will utilize existing CNR facilities and equipment. Specifically, the Pitkin Forest Nursery to deliver new courses, which will provide students with operational greenhouses and outdoor planting beds, headhouses, and classroom space for hands-on learning. The Program will require additional faculty to deliver proposed curriculum beyond current tenure-track faculty. Program anticipates meeting those instructional needs through the Pitkin Forest Nursery professional staff, in particular, part-time staff that have expertise in artificial, growth media, insects and disease, and sustainable nursery design and management. Financial impact is $13,892 - $14,142 over a four-year period.

ATTACHMENTS

Attachment 1 – A.S., Forest Nursery Management and Technology Proposal and Letters of Support

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.G, each full proposal is reviewed by the Council on Academic Affairs and Programs (CAAP) within a 30-day review period and makes recommendations to the Board's Instruction, Research and Student Affairs Committee. This review process provides institutions opportunities to provide feedback based on thoughtful review for quality, demand, centrality to mission, cost effectiveness/resources, and duplication that will inform the Board in its decision-making with regard to new program offerings. The remaining CAAP representatives abstained.

On February 3, 2022, the Board office received three proposals from UI for proposed associate degrees, one of which was the Forest Nursery Management and Technology degree. This proposal went through the 30-day review with CAAP, concluding on March 5, 2022. As a result of this review, the Board office received comments and/or concerns from four institutions regarding the offering of associate degree level programs by UI. Specifically, College of Southern Idaho believes that the proposed degrees delve into a community college mission as defined in Idaho statute and in Board Policy. North Idaho College would prefer to collaborate on the offering of the proposed associate programs. Idaho State University and Boise State University recommend that UI work collaboratively to build these programs with a community college such as North Idaho College.

The program anticipates five initial enrollments and 10-20 enrollments in subsequent years. Estimates were determined by consulting with stakeholders about potential for the proposed degree program. The university contracted with Gray Associates, who has developed a dynamic database for the institution that allows for the calculation of the contribution margin (net revenue less costs) for each academic program. UI indicates that the program will need to have at least 15 students to result in a positive contribution margin. If this number is not reached for three consecutive years, the program will be discontinued.

UI's proposed A.S. in Forest Nursery Management and Technology (formerly listed as Nursery Technology and Operations in the Three-Year Plan) is included in their current institution plan for Delivery of Academic Programs in Region II. As provided in the Three-Year Plan, no institution has the statewide program responsibility specifically for Forest Nursery Management and Technology at the associate degree level. UI has statewide program responsibility for Bachelor of Science in Forestry and Master of Science, Master of Natural Resources, and Ph.D in Natural Resource concentration, Forestry.

The proposed program will require completion of 72 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree. Specifically, Board Policy III.E provides that an associate degree shall not require more than 60 credits unless necessary for matriculation to a specific baccalaureate degree or for unique accreditation, certification, or professional licensure or by exception approved by the Board. Based on the information provided by UI, the program intends to seek professional accreditation of the A.S., Forest Nursery Management and Technology degree through the Society of American Foresters (SAF), which already provides accreditation of the B.S. Forestry degree. Therefore, staff has concluded that an exception to policy III.E is not necessary for this degree program given that the program will be seeking specialized accreditation.

Letters of support are provided from:

- Idaho Evergreens, LLC, Gabe French
- PRT Growing Services Ltd, Herb Markgraf
- Idaho Forest Products Commission, Director Jennifer Okerlund
- Associated Logging Contractors, Inc., Executive Director, Shawn Keough
- IFA Nurseries, Inc., David Colgrove and Thomas E. Jackman
- Riley Stegner and Associates, Jim Riley and Peter Stegner

The proposal completed the program review process and was discussed by the Council on Academic Affairs and Programs on March 31, 2022. The community college representatives of CAAP voted in opposition to a motion to recommend this program for approval. The University of Idaho voted in support. The proposal was discussed by the Instruction, Research, and Student Affairs Committee on April 7, 2022. Given that this proposed program is part of three associate degrees,

and the first associate degrees proposed by UI in its history, the Board's Executive Director determined to defer consideration of the proposals to the full Board.

Board Policy does not explicitly prohibit any public postsecondary institution in Idaho from proposing or offering Associate of Arts or Associate of Science degrees. Board Policy III.Z. does prohibit UI and Boise State University (BSU) from offering Associate of Applied Science (AAS) degrees, because such degrees are for Career Technical Education (CTE) programs which are not offered by UI and BSU. Thus, the question of whether UI should offer the proposed AS degrees is not a policy decision, because Board policy is silent on the matter.

BSU does currently offer an AA/AS, which is a legacy holdover from when BSU had an embedded community college mission prior to the creation of the College of Western Idaho. BSU only offers an AA/AS in General Studies to students who have completed 60 credits or more and then stop out, so the student doesn't leave empty-handed. BSU does not offer, and does not intend to offer, AS or AA degrees in any specific subjects or disciplines. They also do not recruit students into the AS/AA General Studies degree program, or encourage students to be part of the program as a normal course of their study.

Board staff finds that UI clearly has the academic capacity and capital resources to deliver the program, and has demonstrated a strong industry demand for the program. The Board will need to weigh concerns voiced by sister institutions, and whether an associate degree is the appropriate credential for the program.

BOARD ACTION

I move to approve the request by University of Idaho to offer an Associate of Science in Forest Nursery Management and Technology as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	9/15/2021
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Department of Forest, Rangeland and Fire Sciences

Official Name of the Program:	Forest Nursery Management and Technology			
Implementation Date:	7/1/2022			
Degree Information:	Degree Level: Associate		Degree Type: Associate of Science	
CIP code (consult IR /Registrar):	01.0606			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Face-to-Face			
Geographical Delivery:	Location(s)	Moscow	Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Responsibility	Statewide Responsibility	

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative _____

	1/24/22		
College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
	1-25-22		
EVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer, OSBE	Date
	1-25-22		
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
	1.25.22		
President	Date	SBOE/Executive Director Approval	Date

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Revised July 1, 2020

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   This proposed program (Associate of Science in Forest Nursery Management and Technology) is a new program for the Department and College and is not related to any existing degree program at the University of Idaho or any other state two-year or four-year institution. The proposed program follows stakeholder input, and an assessment of workforce needs across the state and region. Currently, we offer a B.S. in Forestry, however, there is no specific emphasis area focused on nursery management and technology. This is in part because the B.S. Forestry degree requires extensive training in forest science, whereas the workforce needs for the forest nursery sector requires emphasis on plant propagation and management, as well as entrepreneurial skills related to marketing and sales.

   The University of Idaho (UI) is uniquely positioned in the state to help meet this demand for a skilled forest nursery workforce. UI is one of the only universities in the U.S. with a large commercial nursery. The Pitkin Forest Nursery produces approximately 500,000 seedlings per year for both public and private stakeholders. We have the faculty and staff expertise, as well as the opportunity to develop a skilled workforce for forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed program will provide students with a hands-on and in-depth education focused on developing the technical, managerial and entrepreneurial skills needed to manage a sustainable forest nursery. We anticipate that students from Idaho's rural communities will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the UI's land-grant mission.

   As this new Associate of Science builds upon existing course offerings in forestry, plant sciences, and business, we do not anticipate significant resources are needed to develop and deliver the program. We do anticipate that an Associate of Science degree will attract more students currently not enrolled at UI or being served by other institutions in the state. While we believe most graduates of the program will enter the forest nursery workforce, students interested in transferring into a four-year degree (e.g., B.S. Forestry) will be well positioned to do so as many of the disciplinary-based courses that are part of the Associate of Science degree would meet some of the basic requirements, including disciplinary based electives, as part of the General Forestry Emphasis Area.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Bureau of Labor Statistics (BLS) estimates that employment needs in the ***farmworkers and laborers, crop, nursery, and greenhouse sector*** *will increase by 5.3% in the U.S. from 2020-2023, with approximately 87,000 job openings annually through growth and replacement needs (1). Similar growth projections are expected for Idaho, with a 5.2% increase in positions from 2020-2030, with 1,104 new and replacement positions open annually (2).*

Although these data do not discriminate among the type of nursery or greenhouse worker, all indications are that the demand for these individuals will be high. For instance, an analysis of economic and workforce need within the tree nursery industry has been clearly identified by recent research funded by The Pew Charitable Trust *(3). The increase in acreage of U.S. land affected by wildlife in combination with the U.S. government's commitment to the World Economic Forum's One Trillion Trees Initiative has led to a massive increase in demand for tree seedlings that currently cannot be met by existing forest nursery capacity (i.e., supply-demand imbalance). Supply has become so limited in many states that private forest landowners are having a very difficult time replanting their land post-harvest, which is required by most states' post-harvest regulations (e.g., Idaho Department of Lands). In a recent study published in* Frontiers in Forests and Global Change *concerning forest nursery supply, it was estimated that to meet current demand to reforest 128 million acres in the U.S. there would need to be a 230% increase in nursery production (4). It follows that employment demand in the forest nursery sector will only increase based upon these seedling production needs.*

Corresponding to this demand, numerous Idaho and regional nursey owners have reviewed the proposed curriculum and program; all are highly supportive. Excerpts from these letters of support include:

PRT Growing Services, Ltd., North America's largest containerized forest seedling producer:

> "We rely on forestry programs and Canadian and American universities to produce qualified individuals to work in, and manage, our nurseries and work with our customers. From my perspective, this program provides the background and training needed for those endeavors."

The Pitkin Forest Nursery Advisory Committee, a group that represents both private and public forest nursery operators write in their letter of support that they believe this proposed degree will:

> "Increase the pool of skilled nursery workers and new business owners:
> - Educated students are in high demand for jobs at private, State, and Federal nurseries.
> - Students will have the knowledge to return to their hometowns and start new nursery businesses in Idaho."

IFA Nurseries, Inc., located in Wilsonville, Oregon, also writes that they are:

> "…extremely excited about this type of program being created to fill a long outstanding need in the seedling nursery business. …a dedicated program for nurseries would provide excellent background and training that is sorely needed throughout the seedling industry."

Based upon this demand and support for our proposed program, we anticipate that this new degree will help develop the workforce needed to support the forest nursery industry. Additionally, our emphasis on plant production, sustainable greenhouse production, and entrepreneurial skills also has potential to create the next generation of forest nursery owners and workforce in Idaho that will support the extensive reforestation efforts needed across the western U.S.

References

(1) Bureau of Labor Statistics. Employment by major occupational group, 2020 and projected 2030. Retrieved from: https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm.
(2) Idaho Department of Labor. Occupational and industry projections, 2020-2030. Retrieved from: https://lmi.idaho.gov/projections
(3) Pew Charitable Trust. (Brown, Alex. 2021. States are Growing Fewer Trees. Forest Owners Say that's a Problem. Philadelphia, Pennsylvania. The Pew Charitable Trust.)
(4) Fargione, J. 2021. Challenges to the Reforestation Pipeline in the United States. Frontiers in Forests and Global Change*. Volume 4, Article 629198. 18 p. [https://www.frontiersin.org/articles/10.3389/ffgc.2021.629198/full]*

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

We anticipate that the majority of students will enroll as full-time students. As we have designed this curriculum specifically for workforce development, it is not intended to compete for students with the current B.S. Forestry degree offered by the University of Idaho. We anticipate both primary and secondary sources of demand:

Primary Source of Demand: The primary source of demand for this degree will be regional – mostly recent high school graduates residing in Idaho and other states in the Western U.S. There are currently no competing institutions offering this type of program, nor do they have the resources to deliver a similar program. It is anticipated that this new program will be the program of choice for individuals looking to enter the forest nursery workforce.

Secondary Source of Demand: It is expected that this degree program will also build off the College of Natural Resources' national reputation in forestry (Ranked 4th in the nation in 2021 by Study.com), thereby attracting students from other regions of the U.S.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Across the western U.S., increased wildfires and other forest health issues, as well as emerging efforts to use forests to meet carbon sequestration goals to help mitigate climate change, are leading to increased demand for seedlings as part of reforestation and restoration efforts. For example, the recent Trillion Trees Initiative established by the United Nations Environment Programme and followed by the Trillion Trees Act passed by the 116th U.S. Congress, has the goal of planting one trillion new trees globally to support efforts to reduce global atmospheric carbon, support the forestry and wood products industry, and incentivize the use of sustainable wood-based building products that sequester carbon.

Over the past 100 years, numerous federal, state, private nurseries have supported reforestation and restoration efforts on both public and private lands. Unfortunately, over the past two decades support for forest nurseries has declined in part to reductions in the federal timber program. This decline has adversely affected many of the state and federal nurseries, as well as many private forest nurseries that were supported through contracts with federal and state agencies. Numerous forest nurseries have closed in rural Idaho and beyond, leading many to wonder where the supply of tree seedlings will be produced that will be needed to meet new reforestation, restoration, and climate migration activities. There is clearly an opportunity for the private sector to help meet these demands assuming there is a qualified workforce to support these efforts.

The new Associate of Science will help train this next generation of forest nursery owners and workers by providing them with a specific skillset that integrates plant production, sustainable nursery management, and sales and marketing. We anticipate that once trained, these individuals will remain in Idaho and the region and serve the forest nursery industry and rural communities.

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'.

Not Applicable

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.

A variety of aspects of the new degree have been designed to help maximize affordability for students. First, by utilizing the Pitkin Forest Nursery as the foundation of the new program, we are building upon the existing resources of one of the only commercial forest nurseries affiliated with a university in the U.S. There is no need for us to replicate the commercial aspects of a forest nursery, or the infrastructure required to deliver the program. Second, by utilizing the extensive knowledge of the Pitkin Forest Nursery staff to help deliver course content in the greenhouse, as well as industry knowledge from our important industry stakeholders, we can provide a unique experiential learning environment and keep instructional costs down. Furthermore, the program is designed such that is builds upon existing coursework already being offered at the University of Idaho. As much of the specific coursework is hands-on, we do not anticipate excessive cost associated with course materials (e.g., textbooks, lab manuals, student fees). Third, by integrating courses to explore various careers in the forest nursery industry and work experience through internships, we have established a framework to help students develop skills and relationships with potential

employers following graduation. Finally, building off of our strong industry support, we will work with our industry stakeholders and CNR Advancement team to develop scholarship monies specifically for students enrolled in the new degree program.

Enrollments and Graduates

6. **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 for the most past four years.

   No similar degree program exists among the public higher education institutions in Idaho.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

   No similar degree program exists among the public higher education institutions in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: A.S., Forest Nursery Management and Technology											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
5	10	15	15	20		0	5	10	15	15	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Two factors were used to estimate demand for this proposed degree program. The first involved canvassing stakeholders about the potential of such a degree program to place students within the forest nursery industry. While this process did not provide a specific estimate of demand, it did provide an estimate of student placement upon graduation, and student placement is a considerable driver of demand for associate degrees with a workforce development goal. The second factor used is past recruitment efforts in the College of Natural Resources and record of success recruiting students in our degree programs.

   To estimate the number of students that would be enrolled in the proposed degree program, we examined the enrollment at the few institutions that offer a somewhat similar degree; namely, Cabrillo College (Aptos, California), Fullerton College (Fullerton, California), The Ohio

State University (Wooster, Ohio), and Southeast Technical College (Sioux Falls, South Dakota). It should be noted that these comparable programs are focused more on horticultural plants rather than seedlings for reforestation and restoration. Consequently, we believe our estimates of enrollment are conservative, especially in light of our plans to market the new degree that builds upon the strong reputation of our Forestry degree, the College of Natural Resources, and University of Idaho.

From a student recruitment perspective, the College of Natural Resources recruits nationally – about one-half of the college's undergraduate students are nonresidents. The college employs a strategic enrollment plan that segments and targets defined populations for each of its degree programs. To recruit for this proposed degree program, the college will target rural communities located in Idaho, California, Oregon, and Washington, implementing high school visits and various print and digital communication campaigns to introduce the program to prospective students. Students expressing interest in the program will be directly contacted by a recruiter and faculty (i.e., one-on-one recruitment interaction). The college's national recruitment efforts will also very likely attract students from beyond Idaho and the West to this degree program.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The University of Idaho has contracted with Gray Associates, a company that has developed a dynamic database for the institution (Program Economics Platform), which allows for the calculation of the contribution margin (net revenue less costs) for each academic program. This proposed academic program will be discontinued if it experiences three consecutive years of negative contribution margin.

It is difficult to pinpoint an exact minimum enrollment that justifies continuance of the proposed academic program since delivery is contingent on cost structure, which can change year-to-year based on numerous variables. For example, the cost to deliver a course can differ substantially based on the faculty member teaching the course. A course taught by a full professor, with high salary and benefit costs, would be more costly to deliver relative to a newly hired assistant professor teaching the same course. Given the current cost structure in the department delivering the proposed academic program, it is believed that at least 15 students are necessary to result in a positive contribution margin.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

The sunset clause by which this degree will be considered for discontinuance is if the program fails to generate a positive contribution margin for three consecutive years.

11. 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.

Like all other academic programs at the University of Idaho, the proposed program will be required to perform an annual Academic Program Review (APR), which is a self-study quality assessment process required by the Idaho State Board of Education and the institution's accreditor, the Northwest Commission on Colleges and Universities (NWCCU). The APR process requires an examination of linked coursework to determine if student the stated learning outcomes for the

academic program are being achieved and how well they are being achieved. The APR process also requires that academic programs annually assess student achievement, program demand and productivity, financial health, and resource use.

As the focus of the degree is workforce development, we will share assessment findings with the Pitkin Forest Nursery Advisory Committee (NAC) at their fall meetings. The NAC ensures adequate stakeholder representation, provides external advice, and serves to guide the Pitkin Forest Nursery program to greater excellence, relevance, understanding and service while also providing mutual industry support. Feedback from the NAC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

12. **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 A**.

    Not applicable to this degree.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

    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?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

    Yes *X* No _____

    If yes, proceed to question 15. If no:

    a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

    Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

    b. **Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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.	14
Credit hours in required courses offered by other departments:	22
Credit hours in institutional general education curriculum	36
Credit hours in free electives	1
Total credit hours required for degree program:	72

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required course work includes:

ASM 112	*Introduction to Agricultural Systems Management*	*3*
CHEM 101/101L	*Introduction to Chemistry and Lab*	*4*
COMM 101	*Fundamentals of Oral Communication*	*2*
ECON 201 or	*Principles of Macroeconomics or*	*3*
ECON 202	*Principles of Microeconomics*	
ENGL 101	*Writing and Rhetoric I*	*3*
ENGL 102	*Writing and Rhetoric II*	*3*
FOR 152	*Careers in Forest Nursery Management & Technology*	*1*
FOR 153	*Forest Nurseries Tour*	*1*
FOR 206	*Properties of Artificial Growth Media*	*1*
FOR 220	*Forest Biology and Dendrology*	*3*
FOR 251	*Nursery Insects and Disease*	*2*
FOR 255	*Nursery Irrigation and Fertilization*	*2*
FOR 257	*Sustainable Nursery Design and Management*	*3*
FOR 298	*Forest Technology Internship*	*1*
LARC 288	*Plant Materials and Design 1*	*3*
MATH 123 or	*Math in Modern Society or*	*3*
MATH 143	*College Algebra*	

MKTG 321	*Marketing*	*3*
PLSC 102	*Science of Plants in Agriculture*	*3*
PLSC 201	*Principles of Horticulture*	*3*
PLSC 300	*Plant Propagation*	*3*
SOIL 205	*The Soil Ecosystem*	*3*
SOIL 206	*The Soil Ecosystem Lab*	*1*
Select one of the following:		
AGEC 333	*Introduction to Sales*	*3*
MKTG 422	*Sales Management*	*3*
Select 12 additional General Education electives to meet SBOE minimum requirements for Associate Degrees		*12*

Total credits for degree: 72

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.

The proposed degree program requires the completion of an internship (FOR 298 – Forest Technology Internship).

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Forest Nursery Management and Technology*, students will:*

1) *Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.*
2) *Be able to identify and manage important insects and diseases that impact forest nurseries.*
3) *Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.*
4) *Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.*

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 257 Sustainable Forest Nursery Design and Management. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. degree as part of FOR 257 Sustainable Forest Nursery Design and Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest nursery industry and related fields.

Direct assessment measures include:

1) ***Identify forest and rangeland plants*** *– final lab exams associated with FOR 220 and REM 252 that focus on identification of forest and rangelands, respectively.*

2) ***Understand how forest and rangeland plants grow in relation to abiotic components such as light, moisture, and soil nutrients*** *– final project associated with FOR 255 Nursery Irrigation and Fertilization.*

3) ***Identify and manage important insects and diseases*** *– projects associated with FOR 252 Nursery Insect and Disease Management.*

4) ***Apply basic horticultural concepts and technology in sustainable forest nursery management*** *– final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.*

5) ***Apply basic business principles and marketing practices to sustainable forest nursery management*** *- final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.*

Indirect measures include:

6) *Exit survey of graduates as part of capstone course FOR 257 Sustainable Forest Nursery Design and Management.*

Assessment activities will occur annually, associated with each class will occur when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 257 Sustainable Forest Nursery Design and Management.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

We will utilize existing College of Natural Resources physical facilities and equipment to deliver the program. Specifically, we will utilize the Pitkin Forest Nursery to deliver new courses, including the new capstone course FOR 257. The Pitkin Forest Nursery includes operational greenhouses and outdoor planting beds, headhouses, and classroom space that will allow students to focus on hands-on learning.

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?

We anticipate minimal impact of the new program on the College of Natural Resources' physical facilities. There will be increased student activity at the Pitkin Forest Nursery associated with the new courses utilizing the facility, however, the capacity of the classroom space is more than sufficient to meet projected student demands. Additionally, the planned expansion of the Pitkin Forest Nursery that has been approved by the University and State is underway and will provide additional space to deliver new courses utilizing the facility. Finally, we will utilize the College of Natural Resources Motorpool and fleet of vans for the new course FOR 153 Forest Nurseries Tour.

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 specific new equipment or renovations to existing space is needed to deliver the program.

19. **Library and Information Resources:** Describe adequacy and availability of library and information 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.

We do not anticipate the program placing and significant demands on the UI Library and other informational resources.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are needed for the successful implementation of the program.

20. **Faculty/Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We anticipate that the program will require additional instructional capacity beyond current tenure-track faculty to deliver the proposed curriculum. While existing Department faculty have the capacity to deliver FOR 152 Careers in Forest Nursery Management & Technology (1 CH), FOR 153 Forest Nurseries Tour (1 CH), FOR 255 Nursery Irrigation and Fertilization (1 CH), and FOR 298 Forest Technology Internship (1 CH), additional instructors will be required to deliver the following new courses: FOR 206 Properties of Artificial Growth Media (1 CH); FOR 251 Nursery Insects and Disease (2 CH); and FOR 257 Sustainable Nursery Design and Management (3 CH). We anticipate using Pitkin Forest Nursery professional staff to meet these instructional needs, specifically part-time staff that have the expertise in all three areas (artificial growth media, insects and disease, and sustainable nursery design and management). In terms of existing courses, our anticipated enrollments will increase enrollment in these courses, however, our review of past course offerings suggest there is capacity to meet any increased demand for seats in these courses from students enrolled in the new program.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing Department faculty have the instructional capacity to deliver four of the new courses associated with the program, including: FOR 152 Careers in Forest Nursery Management & Technology (1 CH); FOR 153 Forest Nurseries Tour (1 CH); FOR 255 Nursery Irrigation and Fertilization (1 CH); and FOR 298 Forest Technology Internship (1 CH). In addition to the existing instructional support, the Department has the administrative and support capacity to effectively manage the program, including program assessment.

In addition to Departmental support, the College will also support the program primarily in terms of student recruitment and marketing through the College's Director of Student Recruitment and Stakeholder Engagement. Student academic advising will be provided through the professional advisors in the College, while career advising will occur across the new curriculum by Department faculty.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate little impact on existing programs in the Department and College and view the potential impact on the Pitkin Forest Nursery as a positive development. The new degree program will highlight the Pitkin Forest Nursery and add a significant educational and workforce development component to its mission.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We anticipate needing part-time instructors to teach the following courses:

1) FOR 206 Properties of Artificial Growth Media (1 CH)

2) *FOR 251 Nursery Insects and Disease (2 CH)*

3) *FOR 257 Sustainable Nursery Design and Management (3 CH*

We anticipate utilizing Pitkin Forest Nursery professional staff to meet these instructional needs, specifically part-time staff that have the expertise in all three areas (artificial growth media, insects and disease, and sustainable nursery design and management). Following standard College of Natural Resources guidelines for temporary instructors ($2,000 per CH), we estimate the costs of delivering these three new courses (6 total credits) will be $6,000 annually.

21. 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?

We do not anticipate a significant reallocation of funds to support the program. Funding for the increased instructional costs associated with hiring part-time instructors will come from existing non-state appropriated funds to the Department from the College of Natural Resources.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation of funds is requested to support the program.

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?

No one-time funding sources are anticipated.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No grants, special fees, or contracts are being proposed to fund the program.

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.

No institutional local fees are requested.

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.

No institutional local fees are requested.

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	10	10	15	15	15	15
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	10	10	15	15	15	15

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$30,909.00	$0.00	$92,727.00	$0.00	$154,545.00	$0.00	$185,454.00	$0.00
5. Student Fees	$10,611.00	$0.00	$31,833.00	$0.00	$53,055.00	$0.00	$63,666.00	$0.00
6. Other (i.e., Gifts)	$5,000.00	$0.00	$10,000.00	$0.00	$15,000.00	$0.00	$15,000.00	$0.00
Total Revenue	$46,520	$0	$134,560	$0	$222,600	$0	$264,120	$0

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.

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III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.5	0.00	0.5	0.00	0.5	0.00	0.5	0.00
2. Faculty	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Adjunct Faculty	##########	$0.00	$12,000.00	$0.00	$ 12,000.00	$0.00	$ 12,000.00	$0.00
4. Graduate/Undergrad Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Research Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Directors/Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Administrative Support Personnel	$ 900.00	$0.00	$ 900.00	$0.00	$ 900.00	$0.00	$ 900.00	$0.00
8. Fringe Benefits	367.2	$0.00	367.2	$0.00	367.2	$0.00	367.2	$0.00
9. Other:								
Total Personnel and Costs	$13,267	$0	$13,267	$0	$13,267	$0	$13,267	$0

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	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Communications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Materials and Supplies	$125.00	$0.00	$250.00	$0.00	$375.00	$0.00	$375.00	$0.00
6. Rentals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Miscellaneous	$500.00	$0.00	$500.00	$0.00	$500.00	$0.00	$500.00	$0.00
Total Operating Expenditures	$625	$0	$750	$0	$875	$0	$875	$0

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00	0	$0.00	$0.00	$0.00	$0.00	$0.00
2. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 22		FY 23		FY 24		FY 25	
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

E. Other Costs

Utilites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Maintenance & Repairs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other _____								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$13,892	$0	$14,017	$0	$14,142	$0	$14,142	$0
Net Income (Deficit)	$32,628	$0	$120,543	$0	$208,458	$0	$249,978	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.	Conservative estimate of new studnets enrolling in program
II.4	Conservative tuition estimate $6181.80 per student based upon all resident enrollment; CNR has high non-resident enrollment
II.5	Fee estimates inlcude $2122.20 for University fees per student; no additional course fees
II.6	Estimate of new scholarships via CNR Advancement office
III.A.1	Conservative estimate of instructional needs; 6 CH total (Full-time FTE 24 CH) plus time for preparation and student advising
III.A.3	Adjunct faculty salary based upon CNR standard of $2,000 per CH for temporary instructors
III.A.7	Administrative suppoprt estimated at $180 per enrolled student
III.A.9	Administrative support fringe rate of 40.8%
III.B.5	Marterials and supplies for student recruitment; estimated $25 per student, includes travel and based on CNR recruitment analysis
III.B.8	Miscellaneous administrative costs supporting program

Addendum to #460 Forest Nursery Management and Technology Proposal

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 – *if not applicable, provide a sentence to explain why not applicable.**

   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'.

   While it is true that our proposed courses as part of this Associate Degree rely heavily on experiential learning, they also include content that goes beyond just experience, or knowledge that is acquired through professional work experience or training.

   The University of Idaho does have a policy and mechanism for students to challenge courses by examination (UI Catalog I-2-a). We have used this policy in the past successfully with students that wish to receive credit for work experience. It allows the student to obtain credit based upon experience or prior training while at the same time ensuring that student learning outcomes of the course and our professional accreditation standards are maintained.

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.

   A variety of approaches will be taken to help maximize affordability. First, many of the new courses to be developed are based upon existing expertise and course materials. This ensures the efficient use of resources to develop the new courses to support the degree program. Second, since most of the required courses for the degree are field-based and experiential in nature, there are not textbooks available to be used to support student learning. As such, we will rely largely on self-produced material that will be shared via the University of Idaho's learning Management System – Canvas. We are already doing this for many courses in the Department where faculty have designed supplemental learning

materials that are freely available online and built course content that precludes the need for expensive textbooks. Third, the Department and College are actively working with stakeholders and industry partners to develop funds to support the acquisition and maintenance of field equipment to support the new degree program. Finally, the CNR Development Office is working to secure endowments for scholarships to support students, and one such endowment is currently being established to support students in the Forest Nursery Management and Technology program.

Response to Idaho State Board of Education Inquiry

Below are responses to questions that the University of Idaho received from T.J. Bliss and Patty Sanchez concerning the University of Idaho's three proposed A.S. degrees.

A.S., Forest Nursery Management and Technology

For the **AS, Forest Nursery Management and Technology**, same as above. The proposed program requires 72 credits and is not in alignment with III.E. Policy provides that *an associate's degree will not require more than 60 credits unless necessary for matriculation to a specific baccalaureate degree or for unique accreditation, certification, or professional licensure or by exception approved by the Board*. There doesn't appear to be a need for matriculation into a specific baccalaureate degree or for unique accreditation purposes, etc. Please let us know if we missed something. Otherwise, UI needs to include some rationale for the exception to policy that can be included as part of the request for Board approval.

The proposed A.S., Forest Nursery Management and Technology degree requires the completion of 72 credits, 12 credits in excess of the Board Policy III.E.1.c. The UI requests that the Board provide an exception to Board Policy III.E.1.c. for the A.S., Forest Nursery Management and Technology degree for two reasons. First, The College of Natural Resources intends to seek professional accreditation of the A.S., Forest Nursery Management and Technology degree through the Society of American Foresters (SAF), which already provides accreditation of the College's B.S. Forestry degree. As specified by SAF, to meet the *Forest Technology* accreditation standard, programs must have [1] clear program purpose and learning outcomes, [2] adequate resources, including advising, [3] adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry), [4] support the learning environment with computers, specialized software, spatial information technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and [5] have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement. The fifth component of the *Forest Technology* accreditation standard requires that this degree consist of more than 60 credits.

Second, this degree was closely developed with industry stakeholder input. In the development of A.S., Forest Nursery Management and Technology degree, the College of Natural Resources was aware of the maximum credits standard set forth Board Policy III.E. and approached industry stakeholders in an effort to reduce the number of credits to 60 through the removal of select courses. Industry stakeholders, however, responded that all courses in the degree program should remain since they meet specific industry needs.

Note that the A.S., Forest Nursey Management and Technology degree matriculates into UI's B.S., Forestry, General Emphasis and B.S., Horticulture and Urban Architecture degrees.

University of Idaho

Franklin H. Pitkin
Nursery Advisory Committee
College of Natural Resources
875 Perimeter Dr. MS 1137
Moscow, ID 83844-1137

August 10, 2021

RE: Letter of support for the Applied Associate of Science, Forest Nursery Management and Technology degree from Franklin H. Pitkin Forest Nursery Advisory Committee

The Franklin H. Pitkin Forest Nursery Advisory Committee (NAC) is excited to support the proposed Associate of Applied Science (A.A.S.) in Forest Nursery Management and Technology degree within the College of Natural Resources, University of Idaho. The NAC is comprised of nursery owners, nursery managers, and landowners across the Inland Northwest who strongly value the graduates of programs from UI that prepare students to further the seedling nursery industry. This proposed degree has great potential to substantially increase the number of skilled employees entering the forest nursery workforce, and with the emphasis on accounting, marketing and sales, has the potential to increase the number of new private nurseries in Idaho to help address growing demands for seedlings.

There are many benefits to Idahoans to move forward with this degree. These include:

- Increase the pool of skilled nursery workers and new business owners:
    - Educated students are in high demand for jobs at private, State, and Federal nurseries
    - Students will have the knowledge to return to their hometowns and start new nursery businesses in Idaho
- Enhance integration of the Pitkin Nursery into UI curriculum
    - The new degree will increase student training at the Pitkin Nursery including the new greenhouses approved through the Permanent Building Fund as part of Governor Little's Building Idaho's Future initiative
    - Training students with state-of-the-art equipment and facilities will aid them in landing quality jobs

NAC looks forward to our continued good relationship with UI Pitkin Forest Nursery and the College of Natural Resources, providing guidance on this new degree program, and continued quality graduates produced at this facility.

On Behalf of the Pitkin NAC,

Gabe French, Chair, Pitkin NAC & Owner, Idaho Evergreens, LLC

MOSCOW BOISE COEUR D'ALENE IDAHO FALLS STATEWIDE RESEARCH AND EXTENSION

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

PRT Growing Services Ltd.
101 – 1006 Fort Street
Victoria, BC
Canada V8V 3K4

August 11, 2021

To Whom it May Concern:

This letter is to express our support for the AAS degree program in Forest Nursery Management and Technology degree program at the University of Idaho.

PRT is North America's largest producer of containerized forest seedlings with 19 nurseries in located in Canada and the US. We are proud seedling suppliers to many valued customers in WA, OR, CA, ID, MT and AK. We rely on forestry programs and Canadian and American universities to produce qualified individuals to work in, and manage, our nurseries and work with our customers. From my perspective, this program provides the background and training needed for those endeavors. I loved the two 3 credit sales courses. Good idea.

Best of luck.

Please let me know how I can be of further assistance.

Sincerely,

Herb Markgraf

Vice President, Marketing

IDAHO FOREST PRODUCTS COMMISSION

Post office Box 855
Boise, Idaho 83701
Tel: (208) 334-3292
Toll Free: 800-ID-WOODS
Edu. (208) 334-4061
Fax (208) 334-3449
email: ifpc@idahoforests.org
plt@idahoforests.org
www.idahoforests.org

David Gabrielsen
District 1 - (208) 660-3701

Jack A. Buell
District 2 - (208) 245-2501

Jesse D. Short
District 3 - (208) 848-2301

Mark Mahon
District 4 - (208) 741-9067

Trevor Stone
At-Large - (208) 748-2038

Jennifer Okerlund
Director

Michelle Youngquist
Education Coordinator

August 5, 2021

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho's introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho's Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director

"Abundant forests forever through proper management and an informed public."

Charles Goebel, Ph.D.
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

August 11, 2021

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough

Shawn Keough
Executive Director

IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
University of Idaho
875 Perimeter Dr. MS 1133
Moscow, ID 83444

Dear Mr. Nelson:

This letter is being provided to you in support of the proposed Applied Associate of Science in Forest Nursery Management and Technology program at the University of Idaho.

IFA Nurseries, Inc. ("IFA") is extremely excited about this type of program being created to fill a long outstanding need in the seedling nursery business. Although we have hired many outstanding University of Idaho graduates at IFA, a dedicated program for nurseries would provide excellent background and training that is sorely needed throughout the seedling industry.

The curriculum that is proposed is perfect. Especially important are the courses in Financial Accounting and Microeconomics. These should provide basic business acumen that is often missing from forestry graduates. The courses in Nursery Management will also be invaluable to graduates as they enter the nursery business.

IFA will provide any needed support to the program such as guest speakers, internship positions at IFA locations or any other assistance that IFA is capable of providing. Please do not hesitate to contact me with any assistance that may be needed to begin and implement the new program. As I said above, we are VERY excited about this new curriculum at the University of Idaho.

Sincerely,
IFA NURSERIES, INC.

Thomas E. Jackman
President and CEO
(503) 984-8486
tjackman@ifanurseries.com

9450 SW Commerce Circle, Suite 460 • Wilsonville, Oregon 97070 • (503) 855-3358 • FAX (503) 855-4593

IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
875 Perimeter Dr. MS 1133
Moscow, ID 93444

Dear Mr. Nelson:

IFA Nurseries, Inc. is pleased to learn of the newly proposed Forest Nursery Management and Technology curriculum. Many of our long-term employees, myself included, are graduates from the University of Idaho. We at IFA Nurseries, Inc. have developed a long-standing relationship with the University of Idaho College of Natural resources staff and feel that this program will only enhance that relationship.

The proposed curriculum will provide students with a skill set that is in high demand amongst growers of industrial forest seedlings in the northwest. The focus within the curriculum on understanding and applying basic business principles and practices to sustainably manage forest nurseries is of critical importance for these students entering the workforce.

We are looking forward to the approval of this degree program and can be available at your convenience to help in the approval process in any way you see fit.

Very truly yours,
IFA NURSERIES, INC.

David Colgrove
CFO
(971) 645-3236
dcolgrove@ifanurseries.com

9450 SW Commerce Circle, Suite 460 • Wilsonville, Oregon 97070 • (503) 855-3358 • FAX (503) 855-4593

R|S

RILEY STEGNER AND ASSOCIATES

March 30, 2022

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037
Delivered via electronic mail

RE: Industry support for University of Idaho College of Natural Resources' request to offer proposed Associate of Science (A.S.) degrees

Dear Idaho State Board of Education Members:

We write in support of the University of Idaho's College of Natural Resources' request to offer the following Associate of Science (A.S.) degrees:

- A.S., Forest Operations & Technology
- A.S., Forest Nursery Management & Technology
- A.S., Wildland Fuels & Fire Technology (> 90% online)

The forest products industry in Idaho has long depended on the University of Idaho (UI) and the College of Natural Resources (CNR) to provide the next generation workforce of natural resource professionals for our companies. UI is uniquely, and perhaps solely, positioned to offer the educational resources to future employees that are in short supply for our sector. The mission of land-grant universities to focus on the research and educational advancement in the agriculture and forestry sectors is a critical piece of the rural, resource rich infrastructure that allows these sectors to thrive and survive.

Idaho's higher educational institutions have a proud history of responding to the educational needs of its business sectors to support their advancement such as in the areas of nuclear energy, law, computer science, agriculture, forestry and more. Creation of the three A.S. degrees will continue in this tradition, and as Idaho's land-grant university, the UI is the right home for the new programs. The proposed degrees will undoubtedly benefit from the CNR's resources and experienced staff, one-of-kind experimental forest, world class nursery, well known and respected programs, and deep connections to other research universities with like missions. It would be hard to identify an educational institution where these degree programs could thrive without the resources and staff at CNR.

The forest products industry is a significant part of Idaho's economic vitality, contributing $4 billion to the economy and employing–directly and indirectly–over 30,000 Idahoans.

On this matter we represent Bennett Lumber Products Inc., Clearwater Paper, Idaho Forest Group, Manulife Investment Management Timberland and Agriculture, Molpus Woodlands Group, PotlatchDeltic Corporation, and Stimson Lumber Company.

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

Thank you for your consideration of this request.

Sincerely,

Peter Stegner
Principal
Riley Stegner and Associates

Jim Riley
Principal
Riley Stegner and Associates

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

University of Idaho
Proposed Associate of Science Degrees

Lewis-Clark State College
Supports. No comments.

Idaho State University
ISU recommends that U of I and NIC work collaboratively to build these programs rather than the programs being housed at any one institution. We realize that this requires a great deal of work and alignment, but in this situation, we believe it is the best course of action.

The University of Idaho (UI) fully supports and participates in numerous mutually beneficial collaborative partnerships with community colleges throughout the state. Some current collaborations include the development and execution of transfer articulations, the management and delivery of many 2+2 programs, and co-instruction. For example, the UI's College of Natural Resources currently partners with the College of Southern Idaho to collaboratively teach range management courses virtually and in-person at the UI's Rinker Rock Creek Ranch. We are also working with CSI to deliver a 2+2 in Rangeland Ecology and Management from Twin Falls.

SBOE policy III.Z. formally defines collaboration between two or more institutions to deliver an academic degree program as a joint program. Unlike our other collaborations, the UI believes that a joint program in this specific case would not be student-centered. Rather, we expect that a joint program would result in the creation of additional layers of administrative services to deliver the degree programs. Moreover, prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

The UI believes the any "best course of action" should focus squarely on what is best for students and citizens throughout the State of Idaho when offering any degree program. Generally, strong and vibrant programs possess well-qualified instructors, a breadth of relevant courses that are regularly available, and modern, well-maintained facilities and equipment that provide for the development of skills needed in the workforce. The combination of these three ingredients will increase the likelihood of producing graduates that add economic value to the State of Idaho.

SBOE policy allows all state institutions to offer A.S. degrees; the UI is barred from offering A.A.S. degrees per board policy, a policy that, after discussing with other institutions across the state and SBOE staff, we are in full agreement. As with all our B.S. degrees that have been designed in consultation with industry partners, all three proposed A.S. degrees have been specifically designed with direct industry input to [1] serve a clearly defined statewide need, [2] leverage very extensive capital resources managed by the College of Natural Resources, and [3] leverage faculty expertise and the multitude courses currently being taught by the College at the B.S. degree level.

With respect to meeting statewide need, the UI has submitted many support letters from statewide, regional, and national stakeholders that would be positively influenced by the proposed A.S. degrees. Each of these stakeholders already provide significant support to the College of Natural Resources'

existing B.S., M.S., and Ph.D. programs and have a clear understanding through their partnerships of how the College will leverage its current expertise and assets to better meet the specific workforce development needs in their respective industries. This type of interaction and dialogue with stakeholders is at the core of UI's tripartite land-grant mission and social contract of providing accessible educational opportunities that incorporate the best available science to improve the lives of the citizens of Idaho and the nation.

SBOE Governing Policies and Procedures III.Z.2.b.iii.1 and Idaho Code § 33-2101 (Education, Junior Colleges) define North Idaho College's (NIC) service region as embracing the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone. This delivery area is consistent with language contained in NIC's 2021-2022 Catalog: "Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents in Idaho's five northern counties with the NIC Sandpoint center in Sandpoint, Idaho, online services and courses, and comprehensive outreach services." Allowing NIC to deliver the proposed A.S. degrees statewide would violate SBOE policy and state code, or, in the alternative, serve prospective students only within the five counties NIC's degrees are designated for delivery, which defeats the UI's purpose in providing a statewide benefit with the proposed degrees to the broadest student population.

Regarding capital resources for the delivery of the proposed A.S. degrees, the College of Natural Resources will rely on the use of its 10,000+ acre UI Experimental Forest located near Moscow and its more than $2 million in modern harvesting equipment in offering the A.S. Forest Operations and Technology degree. Students will be trained in hands-on forest harvest preparation, road layout, harvest, and post-harvest activities at the UI Experimental Forest using traditional and cutting-edge technology and equipment that will prepare them to enter the workforce with the skills needed to succeed.

The Pitkin Forest Nursery is a modern commercial-scale nursery consisting of millions of dollars in investments in buildings and specialized equipment. Students pursuing the A.S. Forest Nursery Management and Technology degree will be fully exposed to all facets of production and sales of nursery stock. The UI is one of only two universities in the United States operating a commercial forest nursery, which makes this proposed degree and student experience unique not only in the state, but also nationally.

Similarly, the A.S. Wildland Fuel and Fire Technology degree builds upon unique assets as the first and leading wildland fire program in the United States. While the proposed degree is intended to be delivered almost entirely online, we will leverage [1] our faculty and staff expertise, [2] one of the only fire combustion labs on a university campus in the country, and [3] our long-standing relationships with federal agencies responsible for wildland fuel and fire training (e.g., National Wildfire Coordinating Group) to develop and deliver a unique program that integrates fuel and vegetation management with wildland fire. Furthermore, as the proposed degree has been designed to be delivered almost entirely online, we would respectfully submit that this A.S. degree should be governed by SBOE Governing Policies and Procedures III.Z.6.a., "This policy [Planning and Delivery of Postsecondary Programs and Courses] is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education." Thus, SBOE policy dictates that the UI is authorized to offer the A.S. Wildland Fuel and Fire Technology degree without any designated service areas constraints.

Finally, we have consciously designed the proposed programs to build upon the numerous pre-existing courses that are currently being taught on a regular basis by more than two dozen faculty in the College

of Natural Resources. The College faculty have redesigned many existing courses for the three proposed A.S. degrees. The courses have been redesigned to focus more heavily on applied components of their respective discipline areas and less on the theoretical, consistent with input from stakeholders about the skills and training the view as critical for their respective industries. In this way, we have already done much of groundwork to ensure that students will be immediately and directly employable into the workforce as we do for all of our degree programs regardless of level.

The UI respectfully questions whether NIC has the established relationships with industry stakeholders necessary to design and deliver the three proposed A.S. degrees statewide. The UI is also unaware of any existing capital resources either owned, leased, or managed by NIC that would contribute to the delivery of any of the three proposed A.S. degrees. Furthermore, examination of course offerings in NIC's 2021-2022 *Catalog* demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state.

If NIC were to either offer the three proposed A.S. degrees or form a joint program with the UI in offering the degrees, then it would almost certainly have to expend significant funds to help offset the costs associated with the College of Natural Resources' capital assets, instructors, and courses. Given both the SBOE's and the UI's budget/revenue models, the College of Natural Resources would be required to charge NIC for any resources they would find necessary to utilize to successfully deliver the proposed degree programs.

The UI is requesting no additional general education funding to offer any of the three proposed A.S. degrees; as such, we respectfully submit that these degrees can be delivered with current institutional resources only within the College of Natural Resources at UI. Thus, a joint program between NIC and UI in the delivery of the three proposed A.S. degrees, as suggested by Idaho State University, runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, as far as practicable, prevent wasteful duplication of effort in said institutions." [emphasis added]

North Idaho College

North Idaho College does not support these degree programs. Per Board Policy 3Z it is the responsibility of Community Colleges to meet workforce needs in our region. North Idaho College has reached out to the University of Idaho and offered to collaborate on these efforts. We will continue to engage in conversations to find a way to meet the needs of students and regional workforce demands.

- *Wildland Fuel and Fire Technology (AS)*
- *Forest Nursery Management and Technology (AS)*
- *Forest Operations and Technology (AS)*

The UI believes that North Idaho College (NIC) has misinterpreted SBOE Policy contained in III.Z. [Planning and Delivery of Postsecondary Programs and Courses]. This policy bars the UI from offering A.A.S. degrees (III.Z.2.b.iii.2.). However, the policy allows all institutions, including the UI, to offer A.S. degrees.

NIC's response states that "it is the responsibility of Community Colleges to meet workforce needs in our region." The UI respectfully disagrees with NIC's perspective that degrees focused on workforce development are restricted to state's community colleges. All of the College of Natural Resources degrees, especially those in the Department of Forest, Rangeland and Fire Sciences in which the three proposed A.S. degrees will be housed, have been designed with the direct input of employers and industry stakeholders. In fact, the College frequently organizes "Industry Summits" for stakeholders to review curricula and meet with faculty to ensure that students are graduating with the necessary skills to enter the workforce. Additionally, the College of Natural Resources annually sponsors a field tour for the UI President, state and federal government officials and agency staff, and industry leaders to discuss pressing natural resource issues and how the College – through its education, research, and extension missions as a land-grant university – can contribute to finding solutions that benefit the citizens of Idaho, which includes workforce development and training. The proposed A.S. degrees evolved from just this type of engagement.

To assume that only community colleges are responsible for workforce development needs suggests a clear misunderstanding of mission of the UI and the land-grant university system as established by the Morrill Act (1862) and reaffirmed for Historical Black Colleges and Universities (1890) and Tribal Colleges (1994). These institutions were created specifically to educate the next generation workforce in agriculture and mechanical arts, which comprises the natural resources fields. From Section 4 of the original 1862 legislation, "…each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be … to teach such branches of learning as are related to agriculture and the mechanic arts … in order to promote the liberal and <u>practical</u> education of the <u>industrial</u> classes in the several pursuits and <u>professions</u> in life." [emphasis added]

Language in Idaho Code § 33-2814 (Education, University of Idaho, Courses) is consistent with Section 4 of the Morrill Act (1862) when it states that the UI "…shall embrace courses of instruction in mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics, engineering, mining and metallurgy, manufactures [manufacturing], architecture and commerce, and such branches … as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits."

Workforce development is essential to and implicit in the tripartite land-grant mission of the UI and our social contract with the citizens of the State of Idaho. Faculty and staff at the UI strive to educate and train a workforce that is supported by the best available science through basic and applied research and disseminated (or extended) to the general public to improve the lives of the citizens of Idaho and the nation.

Consistent with this mission, numerous land-grant institutions across the United States that UI considers peer institutions offer A.S. degrees that are designed to train a strong and vibrant workforce that is responsive to industry needs. Examples include Michigan State University, Montana State University, North Carolina State University, The Ohio State University, Oklahoma State University, Pennsylvania State University, Purdue University, State University of New York, Virginia Tech, University of Arkansas-Monticello, University of Hawaii, University of Maine, University of Massachusetts, University of Nebraska, University of New Hampshire, and West Virginia University. Similarly, 1890 and 1994 land-grant institutions such as Delaware State University (1890) and Salish-Kootenai College (1994) provide workforce development through A.S., B.S., and graduate degrees.

Furthermore, the UI's College of Agricultural and Life Science, College of Engineering, and College of Natural Resources specifically focus on workforce development in the form of their existing B.S. degrees. The UI is regularly awarded federal and state grants and contracts explicitly focused on workforce development needs at both the national at state levels. For instance, the Idaho Workforce Development Council awarded the UI a grant in 2019 in the amount of $419,622. In 2022, the USDA awarded a grant to the College of Natural Resources to develop educational programing to meet workforce development needs in forest operations – a grant that was awarded unconnected to the proposed A.S. degrees.[1]

Consequently, we believe the suggestion that Idaho's community colleges have exclusivity in providing programs that are focused workforce development represents a fundamental misunderstanding of the UI's mission as Idaho's land-grant university. While the UI is open to engaging with NIC in the delivery of the proposed A.S. degrees, the engagement must serve the best interests of the students and the industries that would benefit from the degrees. We respectfully disagree that such a partnership with NIC is necessary based upon our current understanding of NIC's regionally mandated focus and the resources needed to deliver the type of education and training industry desires.

[1] Advancing Technological and Fundamental Skillsets of Next Generation Forest Operations Workforces Through Enhanced Education and Extension, $225,000.

Boise State University

Abstains. Boise State has some serious reservations about UI offering AS degrees. This concern is not about the quality of programs, nor about UI's expertise and ability to deliver the programs. Instead, our concern is about "mission creep." The AA/AS degrees should be generally delivered by the 2-year schools. Thus, we defer to the Community Colleges in their assessment of the proposed new degrees. However, we would like to note that mission creep negatively affects all higher education institutions, whether it be community colleges offering 4-year baccalaureate degrees or 4-year universities offering specialized AS/AA degrees.

While the UI generally agrees with Boise State University's (BSU) philosophical assessment, it should be noted that all three proposed A.S. degree programs require very significant resource allocations to effectively deliver to meet industry and stakeholder needs. The UI currently has the capacity to offer the three degree programs with no additional general education funding and only minor internal reallocations (e.g., course staffing) within the College of Natural Resources. The UI suspects that community colleges attempting to offer any of the three proposed A.S. degrees would require significant additional general education funding and/or substantial reallocation of their current institutional resources to deliver in the same capacity as UI.

We respectfully submit that such additional general education funding or reallocation of institutional resources would be an inefficient and a wasteful use of resources considering the UI has nearly all of the resources now in place to deliver the three A.S. degrees in a fashion that is best for students and industry. Allowing each community college to develop and offer the proposed A.S. degrees to cover statewide needs would be inconsistent with Idaho Code § 33-113, which was enacted to "prevent wasteful duplication of effort" across higher education institutions.

The UI disagrees with BSU's perspective that the three proposed A.S. degrees would introduce mission creep. Mission creep is defined as the *gradual shift in strategic objectives frequently resulting in an unresolved conflict or open-ended commitment* (Oxford English Dictionary). The three proposed A.S. degrees fit exceptionally well by leveraging UI's obligation to deliver statewide B.S.-level degree programs that meet the workforce development needs in the natural resources industries (i.e., no shift in strategic objectives), which the UI has done for more than 100 years. Nor should the three proposed A.S. degrees be perceived as potentially resulting in unresolved conflict or open-ended commitment at the UI. The degrees were carefully planned and designed using direct input from industry stakeholders with all necessary resources in place for effective and efficient delivery. Students earning any of the three proposed A.S. degrees could, if they desired, enter rather seamlessly into corresponding B.S. degrees offered by UI.

Reflecting this commitment to being responsive to student and industry needs, all B.S. programs in the Department of Forest, Rangeland and Fire Sciences are accredited by professional societies (e.g., Association for Fire Ecology, Society of American Foresters, Society for Rangeland Management, Society of Wood Science and Technology). The College of Natural Resources intends to work with the Society of American Foresters (SAF) and professionally accredit each A.S. program under SAF's *Forest Technology* Standard. Such accreditation emphasizes quality and will help position each degree within their respective industries, helping students be more competitive in the job market. As specified by SAF, to meet the *Forest Technology* standard, programs must have [1] clear program purpose and learning outcomes, [2] adequate resources, including advising, [3] adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry), [4] support the learning environment with computers, specialized software, spatial information

technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and [5] have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement. We contend that the UI is the only institution in the state that can effectively meet these professional accreditation standards using existing resources.

If the UI were to offer a generic A.S. or A.A. degree that is composed of general education requirements and coursework selected from elective courses in the student's area(s) of interest, then mission creep would certainly be an issue of concern as elective course are indeterminant with regard to resource needs. That is not what is being proposed by UI in this instance.

College of Southern Idaho

The College of Southern Idaho opposes the approval of the three Associate of Science Degrees submitted on 2.5.2022 for comment: Wildland Fuel and Fire Technology, Forest Nursery Management and Technology, and Forest Operations and Technology. All three are obvious forays into the community college mission as defined by Idaho statute and further described in Idaho State Board of Education policy. They also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs. While they are indeed submitted as transfer programs, we question where they would transfer to. They appear to be terminal degrees as evidenced by the arguments around "industry supported." UI has no legal standing to offer CTE programs; these appear to be transfer degrees in name only. Even the proposals themselves include AAS language, and the curriculum seems to indicate that 20 credits of General Education were simply tacked on to the originally crafted AAS curriculum. [Torrey has advised me that this is not the case.]

As the sole authorized provider of associate degrees, CTE programs, workforce training, and (according to SBOE policy III.Z. and Idaho statute) lower division (including baccalaureate) postsecondary instruction in Region I, North Idaho College should at a minimum be provided a right of first refusal for all of these programs. Further, we would advocate for the most cost effective access to these programs as possible, something NIC can easily accomplish when compared to UI. Understanding that UI may have current facilities, operations, and other resources to support these programs provides an excellent opportunity for a collaboration, rather than a subordination or competition.

As Idaho's Land Grant Institution, UI has a particular, unique position and mission, and that is far from that of the community college. While Idaho community colleges have a clear, statutory endorsement to deliver bachelor's degrees, Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees, and in particular, CTE programming. While the case can be made that these are programs addressing workforce needs, those needs are best met through the Idaho community and technical colleges.

The College of Southern Idaho (CSI) presents that "Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees." This statement inconsistent with SBOE policy III.Z. that specifically allows all state institutions to offer A.S. degrees. Boise State University, for example, offers both A.A. and A.S. degrees. The UI is currently the only state higher education institution that does not offer an A.S. degree.

We agree with the CSI that the UI is not allowed to offer A.A.S. degrees per SBOE policy III.Z.2.b.iii.2. The UI apologizes for any confusing language in the proposals that mention A.A.S. degrees as that was carelessly made in error.

CSI states that "They [proposed A.S. degrees] also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs." Here, CSI implies that any workforce-oriented degree offered by an institution is narrowly designated as a CTE program. The College of Natural Resources and other colleges at UI offer numerous B.S. degrees with titles that could reasonably be considered CTE programs if workforce-oriented degrees were narrowly defined as CTE programs (e.g., B.S. Fire Ecology and Management; B.S. Forest and Sustainable Products, B.S. Forestry, Forest Operations Emphasis; B.S. Wildlife; Conservation Law Emphasis).

As described in detail in the response to comments provided by NIC, workforce education and training is clearly mandated in the originating Morrill Act (1862) legislation creating the land-grant universities. In

this we would agree wholeheartedly with CSI's statement that "As Idaho's Land Grant Institution, UI has a particular, unique position and mission." That mission is clearly articulated in Section 4 of the Morrill Act (1862) that states the land-grant university is to "promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." To suggest that the proposed A.S. degrees that prepare students for the workforce should not be developed, utilize the resources and expertise, and not be delivered by the UI suggests a fundamental misunderstanding of the mission of the land-grant university.

CSI expresses that "While they [the proposed A.S. degrees] are indeed submitted as transfer programs, we question where they would transfer to." All three proposed A.S. degrees directly transfer to B.S. degrees offered by the UI. The proposed A.S. Forest Operations and Technology degree transfers into UI's B.S. Forestry, Forest Operations Emphasis degree. The proposed A.S. Forest Nursery Management and Technology degree transfers into several programs including UI's B.S. Forestry, Forest Biology Emphasis degree and B.S. Horticulture and Urban Agriculture degree. The proposed A.S. Wildland Fuel and Fire Technology degree transfers into UI's B.S. Fire Ecology and Management degree, as well as the B.S. Forestry, General Forestry Emphasis degree. The B.S. degrees mentioned above are available for CSI's and SBOE members' inspection in the UI's *General Catalog*.[2]

CSI remarks that "They [the proposed A.S. degrees] appear to be terminal degrees as evidenced by the arguments around 'industry supported.'" For decades, the College of Natural Resources has partnered closely with the natural resources industries in the State of Idaho and the curricula of eight of the College's B.S. degree programs are designed, in part, with direct input from industry participants and stakeholders.

The Morrill Act (1862), which established the land-grant university system, was enacted to educate the next generation workforce in agriculture, which comprises the natural resources fields, and mechanical arts. Educating the next generation workforce should not be based on developing degree programs that disregard industry needs. As such, the UI would expect that members of the SBOE would strongly encourage industry participation in the development of undergraduate certificates and degrees that benefit natural resources industries statewide. Indeed, the opening sentence of SBOE policy III.Z. states "The purpose of this policy is to ensure Idaho's public institutions meet the education and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." [emphasis added]

Under "Rationale for Creation or Modification of the Program" on the SBOE's *Proposal for Academic Degree and Certificate* form, which is the form used to submit each of the three proposed A.S. degrees, section 2.b. requires that the institution detail the "Workforce and economic need" for the proposed program. The institution is required to "Provide verification of state workforce needs that will be met by this program" and to "Describe how the proposed program will stimulate the state economy…." Section 2.c. of this form requires the institution to articulate the "societal benefits" that would accrue from offering the proposed program. Hence, the SBOE's own new program submission form implies that workforce development should be a component of any new degree program.

CSI contends that the delivery of the proposed degree programs would be most cost effective through NIC. The UI emphatically disagrees with this position. The UI requires no additional general education funding to deliver the proposed degrees. Establishing a partnership with NIC would very likely require

[2] catalog.uidaho.edu

new general education funding for NIC and/or NIC's reallocation of their current general education funding to support the program. It also severely limits the delivery of the proposed degree programs to one region in the state when the degrees are clearly intended to meet statewide industry needs.

NIC currently does not own, lease, or manage any capital resources that would contribute to the delivery of any of the three proposed A.S. degrees. Examination of course offerings in NIC's 2021-2022 *Catalog*[3] demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state, and the development of any such program would be duplicative in terms of capital and skill-building experiential resources already in place at the UI.

In addition, the College of Natural Resources incurs substantial annual costs to maintain their capital assets (e.g., UI Experimental Forest, Pitkin Forest Nursery, forest harvesting equipment). These costs are covered by the College through a combination F&A on research grants, income-producing activities (e.g., timber sales, seedling sales), endowments, and annual giving from donors. A joint program with NIC in delivering the proposed degree programs would require that the UI to either [1] significantly subsidize NIC's costs of delivery of a joint program or [2] require the UI to be financially reimbursed by NIC proportional to their use to deliver their component of the joint program. Either option would likely be cost-prohibitive for both institutions and, again, would require duplication of resources which runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, <u>as far as practicable, prevent wasteful duplication of effort in said institutions</u>." [emphasis added]

Finally, and perhaps most importantly, a joint program in this specific case would not be student-centered. A partnership would result in the needless creation of an additional layers of administrative services to deliver the degree programs. Prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, articulations, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

It should be emphasized that executive leadership at CSI and UI share the same philosophical belief that the best course of action in higher education should focus squarely on what is best for students and citizens throughout the State of Idaho and not on the institutions. At the January 26, 2022, Idaho State Legislature's Joint Finance-Appropriations Committee meeting,[4] CSI President Dean Fisher responded to an enrollment growth question by Senator Crabtree stating that "I think I understand the question … it's just my general philosophical thoughts about how we [CSI] get enrollment successfully accomplished and retained. I think one of the most fundamental things we've done at the College of Southern Idaho is to step back and make sure that any impediment, any barrier, anything that is just part of the bureaucracy that serves us but not the students, is eliminated."[5]

[3] catalog.nic.edu

[4] https://insession.idaho.gov/IIS/2022/Joint%20Finance-Appropriations%20Committee/220126_jfac_0800AM-Meeting.mp4 [at 0:22:20]

[5] https://www.kmvt.com/2022/01/27/csi-emphasizes-growth-during-budget-hearing/

UNIVERSITY OF IDAHO

SUBJECT

Associate of Science in Forest Operations and Technology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.E., III.G., and III.Z

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to create an Associate of Science (A.S.) in Forest Operations and Technology. The proposed program is not related to any existing degree program at the UI or any other state two-year or four-year institution. The proposed program was developed based on stakeholder input, and an assessment of workforce needs across the state and region. Currently, UI offers a Bachelor of Science (B.S.) Forestry with an emphasis area focused on advanced forest operations. While the B.S. Forestry degree requires extensive training in forest science, the proposed A.S. degree is focused specifically on workforce development and the needs of the logging and forest operations sector by linking basic forest operations with important skills needed to operate and maintain forest harvesting equipment.

The UI is uniquely positioned in the state to help meet this demand for a skilled forest operations workforce. Our nationally ranked B.S. Forestry degree has been training foresters for more than 100 years and we possess considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an A.S. program in Forest Operations and Technology. The UIEF is a working forest, with active harvesting and forest operations, that provides hands-on learning opportunities for our students. Furthermore, the UIEF has recently acquired new harvesting and operations equipment, including a Caterpillar 538 Log Processor with Waratah attachments ($480,000) and a John Deere 648L Grapple Skidder ($280,000). With these resources, we believe our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho's forest products sector are requesting. Furthermore, we anticipate that students from Idaho's rural communities, as well as other areas of the Pacific Northwest, will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this degree is a critical component for the UI in meeting its land-grant mission.

Since this new A.S. builds upon existing course offerings in forestry and other programs at UI (e.g., agricultural systems management), we do not anticipate additional significant resources will be needed to deliver the program. We do anticipate that an A.S. degree will attract more students currently not enrolled at UI or being served by other institutions in the state. While we believe most

graduates of the program will enter the forest operations workforce, those students interested in transferring into a four-year degree will be well positioned to do so as many of the disciplinary-based courses that are part of the A.S. degree would meet some of the basic requirements, including disciplinary based electives, as part of UI's B.S. Forestry, General Forestry emphasis or our more advanced B.S. Forestry, Forest Operations emphasis.

The UI/College of Natural Resources (CNR) intends to seek professional accreditation of the A.S., Forest Operations and Technology degree through the Society of American Foresters (SAF). As specified by SAF, to meet the *Forest Technology* accreditation standard, programs must have:

1) clear program purpose and learning outcomes
2) adequate resources, including advising
3) adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry)
4) support the learning environment with computers, specialized software, spatial information technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and
5) have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement.

The fifth component of the *Forest Technology* accreditation standard requires that this degree consist of more than 60 credits and the UI requests that the Board provide an exception to Board Policy III.E., which limits A.S. degrees to 60 credits.

IMPACT

The Bureau of Labor Statistics (BLS) estimates that employment in positions identified as forest operations managers, heavy equipment operators, and loggers, positions we see the proposed Associate of Science supporting, will increase significantly over the next decade. Specifically, BLS data estimates nationally a total of 45,500 logging industry related jobs in 2020 and a positive employment outlook with seven percent growth between 2020 and 2030. According to the BLS, "7,400 openings for logging workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire." These are high wage positions, with an Idaho entry wage of $45,775.

We have provided support letters for this degree from the Idaho Forest Products Commission (IFPC) and the Associated Logging Contractors of Idaho (ALC), which represents about 500 members and 100 associate members. ALC's support letter reads, in part:

> "Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the

> proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho."

IFPC's letter of support states, in part:

> "IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.
>
> IFPC's supporters include milling, logging, wood-related transportation and forest landowners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management."

Based upon this demand and support for our proposed program, we anticipate that this new degree will help develop the workforce needed to support the forest industry in Idaho.

UI does not anticipate significant resources to implement the program and will utilize existing CNR facilities and equipment. Specifically, they will utilize the UIEF to deliver new courses including the new capstone course. However, the program anticipates a need for new equipment such as chainsaws and supporting safety and maintenance of equipment for student use. The cost is estimated at $17,500 followed by $10,000 annually to replace and repair equipment. Costs will be covered, in part, by student fees in several courses as well as by CNR. Program will require additional faculty to deliver proposed curriculum beyond current tenure-track faculty and part-time instructors to develop and deliver other new courses. Program anticipates meeting those instructional needs through UIEF professional staff with expertise in logging safety and emergency preparedness, and forest harvesting operations. Financial impact is $32,944 - $36,392 over a four-year period.

ATTACHMENTS

Attachment 1 – A.S., Forest Operations and Technology Proposal and Letters of Support

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.G, each full proposal is reviewed by the Council on Academic Affairs and Programs (CAAP) within a 30-day review period and makes recommendations to the Board's Instruction, Research and Student Affair Committee. This review process provides institutions opportunities to provide feedback based on thoughtful review for quality, demand, centrality to mission,

cost effectiveness/resources, and duplication that will inform the Board in its decision-making with regard to new program offerings.

On February 3, 2022, the Board office received three proposals from the UI for proposed associate degrees, one of which was the Forest Operations and Technology degree. This proposal went through the 30-day review with CAAP with the review concluding on March 5, 2022. As a result of this review, the Board office received comments and/or concerns from four institutions regarding the offering of associate degree level programs by the University of Idaho. Specifically, College of Southern Idaho believes that the proposed degrees delve into a community college mission as defined in Idaho statute and in Board Policy. North Idaho College would prefer to collaborate on the offering of the proposed associate programs. Idaho State University and Boise State University recommend that UI work collaboratively to build these programs with a community college such as North Idaho College.

The program anticipates five initial enrollments and 15-20 enrollments in subsequent years. Estimates were determined by consulting with stakeholders about potential for the proposed degree program. The university contracted with Gray Associates, who has developed a dynamic database for the institution that allows for the calculation of the contribution margin (net revenue less costs) for each academic program. UI indicates that the program will need to have at least 15 students to result in a positive contribution margin. If this number is not reached for three consecutive years, the program will be discontinued.

UI's proposed A.S. in Forest Operations and Technology (formerly listed as Forest Harvesting Technologies in the Three-Year Plan) is included in their current institution plan for Delivery of Academic Programs in Region II. As provided in the Three-Year Plan, no institution has the statewide program responsibility specifically for Forest Operations and Technology at the associate degree level. UI has statewide program responsibility for Bachelor of Science in Forestry and Master of Science, Master of Natural Resources, and Ph.D in Natural Resource concentration, Forestry.

The proposed program will require completion of 73 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree. Specifically, III.E provides that an associate degree shall not require more than 60 credits unless necessary for matriculation to a specific baccalaureate degree or for unique accreditation, certification, or professional licensure or by exception approved by the Board. Based on the information provided by UI, the program intends to seek professional accreditation of the A.S., Forest Operations and Technology degree through the Society of American Foresters (SAF), which already provides accreditation of the B.S. Forestry degree. Therefore, staff has concluded that an exception to policy III.E is not necessary for this degree program given that the program will be seeking specialized accreditation.

Letters of support are provided from:

- Idaho Forest Products Commission, Director Jennifer Okerlund
- Associated Logging Contractors, Inc., Executive Director, Shawn Keough
- Riley Stegner and Associates, Jim Riley and Peter Stegner

The proposal completed the program review process and was discussed by the Council on Academic Affairs and Programs on March 31, 2022. The community college representatives of CAAP voted in opposition to a motion to recommend this program for approval. The University of Idaho voted in support. The remaining CAAP representatives abstained. The proposal was discussed by the Instruction, Research, and Student Affairs Committee on April 7, 2022. Given that this proposed program is part of three associate degrees, the first proposed by the university in its history, the Board's Executive Director determined to defer consideration of the proposals to the full Board.

Board Policy does not explicitly prohibit any public postsecondary institution in Idaho from proposing or offering Associate of Arts or Associate of Science degrees. Board Policy III.Z. does prohibit UI and Boise State University (BSU) from offering Associate of Applied Science (AAS) degrees, because such degrees are for Career Technical Education (CTE) programs which are not offered by UI and BSU. Thus, the question of whether UI should offer the proposed AS degrees is not a policy decision, because Board policy is silent on the matter.

BSU does currently offer an AA/AS, which is a legacy holdover from when BSU had an embedded community college mission prior to the creation of the College of Western Idaho. BSU only offers an AA/AS in General Studies to students who have completed 60 credits or more and then stop out, so the student doesn't leave empty-handed. BSU does not offer, and does not intend to offer, AS or AA degrees in any specific subjects or disciplines. They also do not recruit students into the AS/AA General Studies degree program, or encourage students to be part of the program as a normal course of their study.

Board staff finds that UI clearly has the academic capacity and capital resources to deliver the program, and has demonstrated a strong industry demand for the program. The Board will need to weigh concerns voiced by sister institutions, and whether an associate degree is the appropriate credential for the program.

BOARD ACTION

I move to approve the request by University of Idaho to offer an Associate of Science in Forest Operations and Technology as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	9/15/2021
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Department of Forest, Rangeland and Fire Sciences

Official Name of the Program:	Forest Operations and Technology			
Implementation Date:	7/1/2022			
Degree Information:	Degree Level: Associate		Degree Type: Associate of Science	
CIP code (consult IR /Registrar):	03.0511			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Face-to-Face			
Geographical Delivery:	Location(s)	Moscow	Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Responsibility	Statewide Responsibility	

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative _____

College Dean (Institution)	1/24/22 Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	1-25-22 Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction (Institution)	1-25-22 Date	Chief Academic Officer, OSBE	Date
President	1.25.22 Date	SBOE/Executive Director Approval	Date

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Revised July 1, 2020

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   This proposed program (Associate of Science in Forest Operations and Technology) is a new program for the Department and College and is not related to any existing degree program at the University of Idaho (UI) or any other state two-year or four-year institution. The proposed program follows stakeholder input, and an assessment of workforce needs across the state and region. Currently, we offer a B.S. in Forestry with an emphasis area focused on advanced forest operations. While the B.S. Forestry degree requires extensive training in forest science, the proposed Associate of Science degree is focused specifically on workforce development and the needs of the logging and forest operations sector by linking basic forest operations with important skills needed to operate and maintain forest harvesting equipment.

   The University of Idaho (UI) is uniquely positioned in the state to help meet this demand for a skilled forest operations workforce. Our nationally ranked Forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an associate of science program in forest operations and technology. The UIEF is a true working forest, with active harvesting and forest operations, that provides hands-on learning opportunities for our students. Furthermore, the UIEF has recently acquired new harvesting and operations equipment, including a Caterpillar 538 Logging Processor with Waratah attachments ($480,000) and a John Deere 648L Grapple Skidder ($280,000). With these resources, we believe our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho's forest products sector are requesting. Furthermore, we anticipate that students from Idaho's rural communities (as well as other areas of the Pacific Northwest) will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho's land-grant mission.

   As this new Associate of Science builds upon existing course offerings in forestry and other programs at UI (e.g., Agricultural Systems Management), we do not anticipate significant resources are needed to develop and deliver the program. We do anticipate that an Associate of Science degree will attract more students currently not enrolled at UI or being served by other institutions in the state. While we believe most graduates of the program will enter the forest operations workforce, students interested in transferring into a four-year degree (e.g., B.S. Forestry) will be well positioned to do so as many of the disciplinary-based courses that are part of the Associate of Science degree would meet some of the basic requirements, including disciplinary based electives, as part of the General Forestry Emphasis Area or our more advanced Forest Operations Emphasis Area.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Bureau of Labor Statistics (BLS) estimates that employment in positions identified as ***forest operations managers, heavy equipment operators, and loggers****, positions we see the proposed Associate of Science supporting, will increase significantly over the next decade. Specifically, BLS data estimates nationally a total of 45,500 logging industry related jobs in 2020 and a positive employment outlook with seven percent growth between 2020 and 2030 (1). According to the BLS, "7,400 openings for logging workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire." These are high wage positions, with an Idaho entry wage of $45,775 (2).*

We have provided support letters for this degree from the Idaho Forest Products Commission (IFPC) and the Associated Logging Contractors of Idaho (ALC), which represents about 500 members and 100 associate members. ALC's support letter reads, in part:

> "Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho."

IFPC's letter of support states, in part:

> "IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.
>
> IFPC's supporters include milling, logging, wood-related transportation and forest landowners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management."

Based upon this demand and support for our proposed program, we anticipate that this new degree will help develop the workforce needed to support the forest industry in Idaho and beyond.

References

(1) Bureau of Labor Statistics. Employment by major occupational group, 2020 and projected 2030. Retrieved from: https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm.
(2) Idaho Department of Labor. Occupational and industry projections, 2020-2030. Retrieved from: https://lmi.idaho.gov/projections

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

We anticipate that the majority of students will enroll as full-time students. As we have designed this curriculum specifically for workforce development, it is not intended to compete for students with the current B.S. Forestry degree offered by the University of Idaho. We anticipate both primary and secondary sources of demand:

Primary Source of Demand: The primary source of demand will be recent high school graduates residing in the Pacific Northwest states of Idaho, Oregon, and Washington, which exhibit robust forestry, forest operations, and logging industries. Within Idaho, the degree will be specifically targeted at the rural high student population. Successful delivery of these degree programs has the potential to increase Idaho's "go-on rate" in rural communities.

Secondary Source of Demand: It is expected that this degree program will also build off the College of Natural Resources' national reputation in the forestry and forest operations fields (e.g., Forestry program ranked 4th in the nation in 2021 by Study.com). Relative to the few similar degree programs offered nationally, we can deliver a much deeper curriculum offering and are tied into employers on a national rather than state or regional scale.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

According to an analysis of Idaho's Forest Products Sector by the University of Idaho's Policy Analysis Group and College of Natural Resources, it is estimated that Idaho's Forest Products Industry provides more than $2 Billion to the state's economy and employs over 30,000 individuals. While the majority of these jobs are associated with the wood products, paper, and furniture manufacturing sectors, almost 7,000 individuals are employed directly in the forest management and operations sector. These individuals are responsible for significant economic activity, adding over $400 million to the state's economy and $525 million in gross sales annually based upon a harvest of 1.1 billion board feet from private, state and federal lands.

The forest operations sector also remains one of the most dangerous professions in the United States. Since the start of the 2000's, nearly 1,700 logging employees have lost their lives while working, and over 60% have been timber fallers despite the increase in mechanized felling machines in forest operations. In 2019, the forest operations sector experienced over 60 fatalities for every 100,000 full-time equivalent workers (1).

Historically, many of these forest operations positions have been filled by individuals with little education beyond high school. However, as the forest operations sector modernizes and relies more and more on advanced technologies, employers are clamoring for a better trained and more skilled workforce. There is also a strong focus on workplace safety and using technology to help reduce workplace fatalities and injury. The new Associate of Science will help train this next generation of workers in the forest operations workforce and will provide them with skills to utilize and adapt to the increasing technology being implemented in forest operations. We anticipate that once trained, these individuals will remain in Idaho and the region and serve the forest industry and rural communities.

References

(1) *Bureau of Labor Statistics. National Census of Fatal Occupational Injuries 2019. Retrieved from: https://www.bls.gov/news.release/pdf/cfoi.pdf*

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'.

Not Applicable

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.

A variety of aspects of the new degree have been designed to help maximize affordability for students. First, by utilizing the University of Idaho Experimental Forest (UIEF) as the foundation of the new program, we are building upon the existing resources of the College, including new harvesting and operations equipment. With these resources, our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho's forest products sector are requesting. There is no need for us to replicate the aspects of a working forest, or the infrastructure required to deliver the program. Second, by utilizing the extensive knowledge of the UIEF staff to help deliver course content, as well as industry knowledge from our important industry stakeholders, we can provide a unique experiential learning environment and keep instructional costs down. Furthermore, the program is designed such that is builds upon existing coursework already being offered at the University of Idaho. As much of the specific coursework is hands-on, we do not anticipate excessive cost associated with course materials (e.g., textbooks, lab manuals, student fees). Third, by integrating courses to explore various careers in the forest operations and work experience through internships, we have established a framework to help students develop skills and relationships with potential employers following graduation. Finally, building off of our strong industry support, we will work with our industry stakeholders and CNR Advancement team to develop scholarship monies specifically for students enrolled in the new degree program.

Enrollments and Graduates

6. 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 for the most past four years.

No similar degree program exists among the public higher education institutions in Idaho.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

   No similar degree program exists among the public higher education institutions in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: A.S., Forest Nursery Management and Technology											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
5	15	20	20	20		0	5	15	20	20	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Two factors were used to estimate demand for this proposed degree program. The first involved canvassing stakeholders about the potential of such a degree program to place students within the industry. While this process did not provide a specific estimate of demand, it did provide an estimate of student placement upon graduation, and student placement is a considerable driver of demand for associate degrees with a workforce development goal.

   To estimate the number of students that would be enrolled in the proposed degree program, we examined the enrollment at the few institutions that offer a somewhat similar degree; namely, Central Oregon Community College (Bend, Oregon), Dabney S. Lancaster Community College (Clifton Forge, Virginia), and the University of New Hampshire's Thomas School of Applied Science (Durham, New Hampshire). It should be noted that these comparable programs do not have the forest land base and operational equipment we can bring to bear to support this program. Consequently, we believe our estimates of enrollment are conservative, especially in light of our plans to market the new degree that builds upon the strong reputation of our Forestry degree, the College of Natural Resources, and University of Idaho.

   From a student recruitment perspective, the College of Natural Resources recruits nationally – about one-half of the college's undergraduate students are nonresidents. The college employs a strategic enrollment plan that segments and targets defined populations for each of its degree programs. To recruit for this proposed degree program, the college will target rural communities located in Idaho, California, Oregon, and Washington, implementing high school visits and various print and digital communication campaigns to introduce the program to

prospective students. Students expressing interest in the program will be directly contacted by a recruiter and faculty (i.e., one-on-one recruitment interaction). The college's national recruitment efforts will also very likely attract students from beyond Idaho and the West to this degree program.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The University of Idaho has contracted with Gray Associates, a company that has developed a dynamic database for the institution (Program Economics Platform), which allows for the calculation of the contribution margin (net revenue less costs) for each academic program. This proposed academic program will be discontinued if it experiences three consecutive years of negative contribution margin.

It is difficult to pinpoint an exact minimum enrollment that justifies continuance of the proposed academic program since delivery is contingent on cost structure, which can change year-to-year based on numerous variables. For example, the cost to deliver a course can differ substantially based on the faculty member teaching the course. A course taught by a full professor, with high salary and benefit costs, would be more costly to deliver relative to a newly hired assistant professor teaching the same course. Given the current cost structure in the department delivering the proposed academic program, it is believed that at least 15 students are necessary to result in a positive contribution margin.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

The sunset clause by which this degree will be considered for discontinuance is if the program fails to generate a positive contribution margin for three consecutive years.

11. 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.

Like all other academic programs at the University of Idaho, the proposed program will be required to perform an annual Academic Program Review (APR), which is a self-study quality assessment process required by the Idaho State Board of Education and the institution's accreditor, the Northwest Commission on Colleges and Universities (NWCCU). The APR process requires an examination of linked coursework to determine if student the stated learning outcomes for the academic program are being achieved and how well they are being achieved. The APR process also requires that academic programs annually assess student achievement, program demand and productivity, financial health, and resource use.

As the focus of the degree is workforce development, we will share assessment findings with the with the Idaho Forest Products Commission (IFPC) and Associated Logging Contractors of Idaho (ALC). Feedback from the IFPC and ALC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

12. 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 A**.

Not applicable to this degree.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

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?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes *X* No _____

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. **Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. **Curriculum. Provide descriptive information of the educational offering.**

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.	29
Credit hours in required courses offered by other departments:	8

Credit hours in institutional general education curriculum	36
Credit hours in free electives	0
Total credit hours required for degree program:	73

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required course work includes:

Required course work includes:

ACCT 201	*Introduction to Financial Accounting*	*3*
ASM 409	*Agricultural Tractors, Power Units and Machinery Management*	*4*
CHEM 101/101L	*Introduction to Chemistry and Lab*	*4*
COMM 101	*Fundamentals of Oral Communication*	*2*
ECON 201 or ECON 202	*Principles of Macroeconomics or Principles of Microeconomics*	*3*
ENGL 101	*Writing and Rhetoric I*	*3*
ENGL 102	*Writing and Rhetoric II*	*3*
FOR 102	*Introduction to Forest Management*	*2*
FOR 103	*Introduction to Computer Applications in Natural Resources*	*1*
FOR 201	*Industrial Forest Management and Sawmill Tour*	*2*
FOR 210	*Winter Harvesting*	*1*
FOR 211	*Logging Safety and Emergency Preparedness*	*2*
FOR 230	*Forest Operations*	*3*
FOR 231	*Low Volume Forest Roads*	*2*
FOR 236	*Cable Systems*	*2*
FOR 272	*Forest Surveying and Mapping*	*3*
FOR 293	*Business of Forestry*	*2*
FOR 296	*Forest Harvesting Practicum*	*3*
FOR 298	*Forest Technology Internship*	*1*
FSP 100	*Introduction to Forest and Sustainable Products*	*2*
MATH 123 or MATH 143	*Math in Modern Society or College Algebra*	*3*

MKTG 321	*Marketing*	*3*
REM 144	*Wildland Fire Management*	*3*
SOIL 205	*The Soil Ecosystem*	*3*
SOIL 206	*The Soil Ecosystem Lab*	*1*
Select 12 credits of General Education electives to meet SBOE General Education requirements for Associate Degree		*12*

Total credits for degree: 73

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.

The proposed degree program requires the completion of an internship (FOR 298 – Forest Technology Internship).

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Forest Operations and Technology, students will:

1) *Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.*
2) *Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.*
3) *Understand and apply safe practices, basic equipment operation and service, and cost tracking for manual and mechanized forest operations in real-world scenarios.*
4) *Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.*
5) *Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.*

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course

called FOR 296 Forest Harvesting Practicum. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. degree as part of FOR 296 Forest Harvesting Practicum. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest operations industry and related fields.

Direct assessment measures include:

1) ***Identify and describe logging systems*** *– final project associated with FOR 296 Forest Harvesting Practicum.*
2) ***Be able to use basic computer-based applications and mobile technologies*** *– field-based projects associated with FOR 273 – Forest Surveying and Mapping.*
3) ***Understand and apply safe practices and best practices for manual and mechanized forest operations*** *– field-based projects associated with FOR 210 – Winter Harvesting and FOR 211 – Logging Safety and Emergency Procedures*
4) ***Understand Forest Practices Act*** *– final project associated with FOR 296 Forest Harvesting Practicum.*
5) ***Effective Communication*** *– final projects associated with FOR 211 – Logging Safety and Emergency Procedures and FOR 296 Forest Harvesting Practicum.*

Indirect measures include:

1) *Exit survey of graduates as part of capstone course FOR 296 Forest Harvesting Practicum.*

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 296 Forest Harvesting Practicum.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

We will utilize existing College of Natural Resources physical facilities and equipment to deliver the program. Specifically, we will utilize the University of Idaho Experimental Forest (UIEF) to deliver new courses, including the new capstone course FOR 296. The UIEF includes over 10,000+ acres of working forest and newly renovated classroom space that will allow students to focus on hands-on learning.

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?

We anticipate minimal impact of the new program on the College of Natural Resources' physical facilities. There will be increased student activity at the University of Idaho

Experimental Forest (UIEF) associated with the new courses, however, the capacity of the forest and existing classroom space is more than sufficient to meet projected student demands. We will utilize the College of Natural Resources Motorpool and fleet of vans for the new course FOR 230 Industrial Forest Management and Sawmill Tour.

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 specific renovation to existing space is needed to deliver the program. We do anticipate the need for new equipment to deliver the program, including a cache of chainsaws and supporting safety and maintenance equipment for student use. We estimate an initial cost of $17,500, followed by $10,000 annually to replace and repair equipment. These costs will be covered in part by student fees in several courses (FOR 201, FOR 272, and FOR 296), as well as by the College of Natural Resources.

19. Library and Information Resources: Describe adequacy and availability of library and information 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.

We do not anticipate the program placing and significant demands on the UI Library and other informational resources.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are needed for the successful implementation of the program.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We anticipate that the program will require additional instructional capacity beyond current tenure-track faculty to deliver the proposed curriculum. Existing Department faculty have the capacity to deliver courses that have higher-division, cross-listed courses (FOR 230, FOR 231, FOR 236 and FOR 293), as well as two new courses required in the degree (FOR 103 and FOR 272). Development and delivery of the remaining new courses will require hiring part-time instructors. We anticipate using University of Idaho Experimental Forest professional staff to help meet these instructional needs, specifically staff that have the expertise in logging safety and emergency preparedness, and forest harvesting operations. In terms of existing courses both delivered by the College of Natural Resources and other programs at UI, our anticipated enrollments will increase enrollment in these courses. Our review of

past course offerings, however, suggests that there is capacity to meet any increased demand for seats in these courses from students enrolled in the new program.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing Department faculty have the capacity to deliver courses that have higher-division, cross-listed courses (FOR 230, FOR 231, FOR 236 and FOR 293), as well as two new courses required in the degree (FOR 103 and FOR 272). In addition to the existing instructional support, the Department has the administrative and support capacity to effectively manage the program, including program assessment.

In addition to Departmental support, the College will also support the program primarily in terms of student recruitment and marketing through the College's Director of Student Recruitment and Stakeholder Engagement. Student academic advising will be provided through the professional advisors in the College, while career advising will occur across the new curriculum by Department faculty.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate little impact on existing programs in the Department and College and view the potential impact on the University of Idaho Experimental Forest (UIEF) as a positive development. The new degree program will highlight the UIEF and add a significant educational and workforce development component to its mission.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We anticipate needing part-time instructors to teach the following courses:

1) FOR 103 Introduction to Computer Applications in Natural Resources (1 CH)

2) FOR 201 Industrial Forest Management and Sawmill Tour (2 CH)

3) FOR 211 Logging Safety and Emergency Preparedness (2 CH)

4) FOR 296 Forest Harvesting Practicum (3 CH)

We anticipate utilizing University of Idaho Experimental Forest (UIEF) professional staff to meet these instructional needs, specifically part-time staff that have the expertise in all three areas. Following standard College of Natural Resources guidelines for temporary instructors ($2,000 per CH), we estimate the costs of delivering these three new courses (8 total credits) will be $16,000 annually.

21. 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?

We do not anticipate a significant reallocation of funds to support the program. Funding for the increased instructional costs associated with hiring part-time instructors will come from

existing non-state appropriated funds to the Department from the College of Natural Resources.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation of funds is requested to support the program.

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?

No one-time funding sources are anticipated.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No grants, special fees, or contracts are being proposed to fund the program.

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.

No institutional local fees are requested.

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.

We anticipate course fees associated with the following courses:

FOR 201: $25 per student to cover transportation costs as part of industrial forest and sawmill tour.

FOR 272: $100 per student to cover field surveying equipment, including tablets used for mobile mapping

FOR 296: $100 per student to cover forest harvesting equipment used in field practicum course (chainsaws, safety and maintenance equipment)

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.

- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	15	15	20	20	20	20
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	15	15	20	20	20	20

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$30,909.00	$0.00	$92,727.00	$0.00	$123,636.00	$0.00	$123,636.00	$0.00
5. Student Fees	$11,736.00	$0.00	$35,208.00	$0.00	$46,944.00	$0.00	$46,944.00	$0.00
6. Other (i.e., Gifts)	$5,000.00	$0.00	$10,000.00	$0.00	$15,000.00	$0.00	$15,000.00	$0.00
Total Revenue	$47,645	$0	$137,935	$0	$185,580	$0	$185,580	$0

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.

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III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.5	0.00	0.5	0.00	0.5	0.00	0.5	0.00
2. Faculty	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Adjunct Faculty	$ 16,000.00	$0.00	$16,000.00	$0.00	$ 16,000.00	$0.00	$ 16,000.00	$0.00
4. Graduate/Undergrad Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Research Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Directors/Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Administrative Support Personnel	$ 900.00	$0.00	$ 2,700.00	$0.00	$ 3,600.00	$0.00	$ 3,600.00	$0.00
8. Fringe Benefits	$ 367.20	$0.00	$ 1,101.60	$0.00	$ 1,468.80	$0.00	$ 1,468.80	$0.00
9. Other:								
Total Personnel and Costs	$17,267	$0	$19,802	$0	$21,069	$0	$21,069	$0

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	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Communications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Materials and Supplies	$125.00	$0.00	$250.00	$0.00	$375.00	$0.00	$375.00	$0.00
6. Rentals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Miscellaneous	$1,500.00	$0.00	$1,500.00	$0.00	$1,500.00	$0.00	$1,500.00	$0.00
Total Operating Expenditures	$1,625	$0	$1,750	$0	$1,875	$0	$1,875	$0

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00	0	$0.00	$0.00	$0.00	$0.00	$0.00
2. Equipment	$17,500.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00
Total Capital Outlay	$17,500	$0	$10,000	$0	$10,000	$0	$10,000	$0

	FY 22		FY 23		FY 24		FY 25	
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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E. Other Costs

Utilites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Maintenance & Repairs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other _____								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$36,392	$0	$31,552	$0	$32,944	$0	$32,944	$0
Net Income (Deficit)	$11,253	$0	$106,383	$0	$152,636	$0	$152,636	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.	Conservative estimate of new studnets enrolling in program
II.4	Conservative tuition estimate $6181.80 per student based upon all resident enrollment; CNR has high non-resident enrollment
II.5	Fee estimates inlcude $2122.20 for University fees per student; $225 additional course fees per student
II.6	Estimate of new scholarships via CNR Advancement office
III.A.1	Conservative estimate of instructional needs; 8 CH total (Full-time FTE 24 CH) plus time for preparation and student advising
III.A.3	Adjunct faculty salary based upon CNR standard of $2,000 per CH for temporary instructors
III.A.7	Administrative suppoprt estimated at $180 per enrolled student
III.A.9	Administrative support fringe rate of 40.8%
III.B.5	Marterials and supplies for student recruitment; estimated $25 per student, includes travel and based on CNR recruitment analysis
III.B.8	Miscellaneous administrative costs supporting program
III.C.2	Capital outlay for new chainsaws and associated safety/mainteance equipment, as well as surveying equipment; replacement costs
	for out years

Addendum to #461 Forest Operations Technology Proposal

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 – *if not applicable, provide a sentence to explain why not applicable.**

   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'.

   While it is true that our proposed courses as part of this Associate Degree rely heavily on experiential learning, they also include content that goes beyond just experience, or knowledge that is acquired through professional work experience or training.

   The University of Idaho does have a policy and mechanism for students to challenge courses by examination (UI Catalog I-2-a). We have used this policy in the past successfully with students that wish to receive credit for work experience. It allows the student to obtain credit based upon experience or prior training while at the same time ensuring that student learning outcomes of the course and our professional accreditation standards are maintained.

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.

   A variety of approaches will be taken to help maximize affordability. First, many of the new courses to be developed are based upon existing expertise and course materials. This ensures the efficient use of resources to develop the new courses to support the degree program. Second, since most of the required courses for the degree are field-based and experiential in nature, there are not textbooks available to be used to support student learning. As such, we will rely largely on self-produced material that will be shared via the University of Idaho's learning Management System – Canvas. We are already doing this for many courses in the Department where faculty have designed supplemental learning

materials that are freely available online and built course content that precludes the need for expensive textbooks. Third, the Department and College are actively working with stakeholders and industry partners to develop funds to support the acquisition and maintenance of field equipment to support the new degree program. Finally, the CNR Development Office is working to secure endowments for scholarships to support students, and one such endowment is currently being established to support students in the Forest Operations Technology program.

Response to Idaho State Board of Education Inquiry

Below are responses to questions that the University of Idaho received from T.J. Bliss and Patty Sanchez concerning the University of Idaho's three proposed A.S. degrees.

A.S., Forest Operations and Technology

For the **AS, Forest Operations and Technology**, the proposal indicates that the program will require 73 credits. This does not align with Board Policy III.E. definitions for an Associate's degree. Policy provides that *an associate's degree will not require more than 60 credits unless necessary for matriculation to a specific baccalaureate degree or for unique accreditation, certification, or professional licensure OR by exception approved by the Board*. There doesn't appear to be a need for matriculation into a specific baccalaureate degree or for unique accreditation purposes, etc. Please let us know if we missed something. Otherwise, UI needs to include some rationale for the exception to policy that can be included as part of the request for Board approval.

The proposed A.S., Forest Operations and Technology degree requires the completion of 73 credits, 13 credits in excess of the Board Policy III.E.1.c. The UI requests that the Board provide an exception to Board Policy III.E.1c. for the A.S., Forest Operations and Technology degree for two reasons. First, The UI's College of Natural Resources intends to seek professional accreditation of the A.S., Forest Operations and Technology degree through the Society of American Foresters (SAF), which already provides accreditation of the College's B.S. Forestry degree. As specified by SAF, to meet the *Forest Technology* accreditation standard, programs must have [1] clear program purpose and learning outcomes, [2] adequate resources, including advising, [3] adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry), [4] support the learning environment with computers, specialized software, spatial information technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and [5] have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement. The fifth component of the *Forest Technology* accreditation standard requires that this degree consist of more than 60 credits.

Second, this degree was closely developed with industry stakeholder input. In the development of A.S., Forest Operations and Technology degree, the College of Natural Resources was aware of the maximum credits standard set forth Board Policy III.E. and approached industry stakeholders in an effort to reduce the number of credits to 60 by through the removal of select courses. Industry stakeholders, however, responded that all courses in the degree program should remain since they meet specific industry needs.

Note that the A.S., Forest Operations and Technology degree matriculates into UI's B.S., Forestry, Forest Operations Emphasis degree.

ASSOCIATED LOGGING CONTRACTORS, INC.

P. O. Box 671 | Coeur d'Alene, Idaho 83816
Phone 208-667-6473 | alc@idahologgers.com
www.idahologgers.com

Charles Goebel, Ph.D.
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

August 11, 2021

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough

Shawn Keough
Executive Director

IDAHO FOREST PRODUCTS COMMISSION

Post office Box 855
Boise, Idaho 83701
Tel: (208) 334-3292
Toll Free: 800-ID-WOODS
Edu. (208) 334-4061
Fax (208) 334-3449
email: ifpc@idahoforests.org
plt@idahoforests.org
www.idahoforests.org

David Gabrielsen
District 1 - (208) 660-3701

Jack A. Buell
District 2 - (208) 245-2501

Jesse D. Short
District 3 - (208) 848-2301

Mark Mahon
District 4 - (208) 741-9067

Trevor Stone
At-Large - (208) 748-2038

Jennifer Okerlund
Director

Michelle Youngquist
Education Coordinator

August 5, 2021

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho's introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho's Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director

"Abundant forests forever through proper management and an informed public."

R|S

RILEY STEGNER AND ASSOCIATES

March 30, 2022

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037
Delivered via electronic mail

RE: Industry support for University of Idaho College of Natural Resources' request to offer proposed Associate of Science (A.S.) degrees

Dear Idaho State Board of Education Members:

We write in support of the University of Idaho's College of Natural Resources' request to offer the following Associate of Science (A.S.) degrees:

- A.S., Forest Operations & Technology
- A.S., Forest Nursery Management & Technology
- A.S., Wildland Fuels & Fire Technology (> 90% online)

The forest products industry in Idaho has long depended on the University of Idaho (UI) and the College of Natural Resources (CNR) to provide the next generation workforce of natural resource professionals for our companies. UI is uniquely, and perhaps solely, positioned to offer the educational resources to future employees that are in short supply for our sector. The mission of land-grant universities to focus on the research and educational advancement in the agriculture and forestry sectors is a critical piece of the rural, resource rich infrastructure that allows these sectors to thrive and survive.

Idaho's higher educational institutions have a proud history of responding to the educational needs of its business sectors to support their advancement such as in the areas of nuclear energy, law, computer science, agriculture, forestry and more. Creation of the three A.S. degrees will continue in this tradition, and as Idaho's land-grant university, the UI is the right home for the new programs. The proposed degrees will undoubtedly benefit from the CNR's resources and experienced staff, one-of-kind experimental forest, world class nursery, well known and respected programs, and deep connections to other research universities with like missions. It would be hard to identify an educational institution where these degree programs could thrive without the resources and staff at CNR.

The forest products industry is a significant part of Idaho's economic vitality, contributing $4 billion to the economy and employing–directly and indirectly–over 30,000 Idahoans.

On this matter we represent Bennett Lumber Products Inc., Clearwater Paper, Idaho Forest Group, Manulife Investment Management Timberland and Agriculture, Molpus Woodlands Group, PotlatchDeltic Corporation, and Stimson Lumber Company.

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

Thank you for your consideration of this request.

Sincerely,

Peter Stegner
Principal
Riley Stegner and Associates

Jim Riley
Principal
Riley Stegner and Associates

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

University of Idaho
Proposed Associate of Science Degrees

Lewis-Clark State College
Supports. No comments.

Idaho State University
ISU recommends that U of I and NIC work collaboratively to build these programs rather than the programs being housed at any one institution. We realize that this requires a great deal of work and alignment, but in this situation, we believe it is the best course of action.

The University of Idaho (UI) fully supports and participates in numerous mutually beneficial collaborative partnerships with community colleges throughout the state. Some current collaborations include the development and execution of transfer articulations, the management and delivery of many 2+2 programs, and co-instruction. For example, the UI's College of Natural Resources currently partners with the College of Southern Idaho to collaboratively teach range management courses virtually and in-person at the UI's Rinker Rock Creek Ranch. We are also working with CSI to deliver a 2+2 in Rangeland Ecology and Management from Twin Falls.

SBOE policy III.Z. formally defines collaboration between two or more institutions to deliver an academic degree program as a joint program. Unlike our other collaborations, the UI believes that a joint program in this specific case would not be student-centered. Rather, we expect that a joint program would result in the creation of additional layers of administrative services to deliver the degree programs. Moreover, prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

The UI believes the any "best course of action" should focus squarely on what is best for students and citizens throughout the State of Idaho when offering any degree program. Generally, strong and vibrant programs possess well-qualified instructors, a breadth of relevant courses that are regularly available, and modern, well-maintained facilities and equipment that provide for the development of skills needed in the workforce. The combination of these three ingredients will increase the likelihood of producing graduates that add economic value to the State of Idaho.

SBOE policy allows all state institutions to offer A.S. degrees; the UI is barred from offering A.A.S. degrees per board policy, a policy that, after discussing with other institutions across the state and SBOE staff, we are in full agreement. As with all our B.S. degrees that have been designed in consultation with industry partners, all three proposed A.S. degrees have been specifically designed with direct industry input to [1] serve a clearly defined statewide need, [2] leverage very extensive capital resources managed by the College of Natural Resources, and [3] leverage faculty expertise and the multitude courses currently being taught by the College at the B.S. degree level.

With respect to meeting statewide need, the UI has submitted many support letters from statewide, regional, and national stakeholders that would be positively influenced by the proposed A.S. degrees. Each of these stakeholders already provide significant support to the College of Natural Resources'

existing B.S., M.S., and Ph.D. programs and have a clear understanding through their partnerships of how the College will leverage its current expertise and assets to better meet the specific workforce development needs in their respective industries. This type of interaction and dialogue with stakeholders is at the core of UI's tripartite land-grant mission and social contract of providing accessible educational opportunities that incorporate the best available science to improve the lives of the citizens of Idaho and the nation.

SBOE Governing Policies and Procedures III.Z.2.b.iii.1 and Idaho Code § 33-2101 (Education, Junior Colleges) define North Idaho College's (NIC) service region as embracing the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone. This delivery area is consistent with language contained in NIC's 2021-2022 Catalog: "Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents in Idaho's five northern counties with the NIC Sandpoint center in Sandpoint, Idaho, online services and courses, and comprehensive outreach services." Allowing NIC to deliver the proposed A.S. degrees statewide would violate SBOE policy and state code, or, in the alternative, serve prospective students only within the five counties NIC's degrees are designated for delivery, which defeats the UI's purpose in providing a statewide benefit with the proposed degrees to the broadest student population.

Regarding capital resources for the delivery of the proposed A.S. degrees, the College of Natural Resources will rely on the use of its 10,000+ acre UI Experimental Forest located near Moscow and its more than $2 million in modern harvesting equipment in offering the A.S. Forest Operations and Technology degree. Students will be trained in hands-on forest harvest preparation, road layout, harvest, and post-harvest activities at the UI Experimental Forest using traditional and cutting-edge technology and equipment that will prepare them to enter the workforce with the skills needed to succeed.

The Pitkin Forest Nursery is a modern commercial-scale nursery consisting of millions of dollars in investments in buildings and specialized equipment. Students pursuing the A.S. Forest Nursery Management and Technology degree will be fully exposed to all facets of production and sales of nursery stock. The UI is one of only two universities in the United States operating a commercial forest nursery, which makes this proposed degree and student experience unique not only in the state, but also nationally.

Similarly, the A.S. Wildland Fuel and Fire Technology degree builds upon unique assets as the first and leading wildland fire program in the United States. While the proposed degree is intended to be delivered almost entirely online, we will leverage [1] our faculty and staff expertise, [2] one of the only fire combustion labs on a university campus in the country, and [3] our long-standing relationships with federal agencies responsible for wildland fuel and fire training (e.g., National Wildfire Coordinating Group) to develop and deliver a unique program that integrates fuel and vegetation management with wildland fire. Furthermore, as the proposed degree has been designed to be delivered almost entirely online, we would respectfully submit that this A.S. degree should be governed by SBOE Governing Policies and Procedures III.Z.6.a., "This policy [Planning and Delivery of Postsecondary Programs and Courses] is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education." Thus, SBOE policy dictates that the UI is authorized to offer the A.S. Wildland Fuel and Fire Technology degree without any designated service areas constraints.

Finally, we have consciously designed the proposed programs to build upon the numerous pre-existing courses that are currently being taught on a regular basis by more than two dozen faculty in the College

of Natural Resources. The College faculty have redesigned many existing courses for the three proposed A.S. degrees. The courses have been redesigned to focus more heavily on applied components of their respective discipline areas and less on the theoretical, consistent with input from stakeholders about the skills and training the view as critical for their respective industries. In this way, we have already done much of groundwork to ensure that students will be immediately and directly employable into the workforce as we do for all of our degree programs regardless of level.

The UI respectfully questions whether NIC has the established relationships with industry stakeholders necessary to design and deliver the three proposed A.S. degrees statewide. The UI is also unaware of any existing capital resources either owned, leased, or managed by NIC that would contribute to the delivery of any of the three proposed A.S. degrees. Furthermore, examination of course offerings in NIC's 2021-2022 *Catalog* demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state.

If NIC were to either offer the three proposed A.S. degrees or form a joint program with the UI in offering the degrees, then it would almost certainly have to expend significant funds to help offset the costs associated with the College of Natural Resources' capital assets, instructors, and courses. Given both the SBOE's and the UI's budget/revenue models, the College of Natural Resources would be required to charge NIC for any resources they would find necessary to utilize to successfully deliver the proposed degree programs.

The UI is requesting no additional general education funding to offer any of the three proposed A.S. degrees; as such, we respectfully submit that these degrees can be delivered with current institutional resources only within the College of Natural Resources at UI. Thus, a joint program between NIC and UI in the delivery of the three proposed A.S. degrees, as suggested by Idaho State University, runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, as far as practicable, prevent wasteful duplication of effort in said institutions." [emphasis added]

North Idaho College

North Idaho College does not support these degree programs. Per Board Policy 3Z it is the responsibility of Community Colleges to meet workforce needs in our region. North Idaho College has reached out to the University of Idaho and offered to collaborate on these efforts. We will continue to engage in conversations to find a way to meet the needs of students and regional workforce demands.

- *Wildland Fuel and Fire Technology (AS)*
- *Forest Nursery Management and Technology (AS)*
- *Forest Operations and Technology (AS)*

The UI believes that North Idaho College (NIC) has misinterpreted SBOE Policy contained in III.Z. [Planning and Delivery of Postsecondary Programs and Courses]. This policy bars the UI from offering A.A.S. degrees (III.Z.2.b.iii.2.). However, the policy allows all institutions, including the UI, to offer A.S. degrees.

NIC's response states that "it is the responsibility of Community Colleges to meet workforce needs in our region." The UI respectfully disagrees with NIC's perspective that degrees focused on workforce development are restricted to state's community colleges. All of the College of Natural Resources degrees, especially those in the Department of Forest, Rangeland and Fire Sciences in which the three proposed A.S. degrees will be housed, have been designed with the direct input of employers and industry stakeholders. In fact, the College frequently organizes "Industry Summits" for stakeholders to review curricula and meet with faculty to ensure that students are graduating with the necessary skills to enter the workforce. Additionally, the College of Natural Resources annually sponsors a field tour for the UI President, state and federal government officials and agency staff, and industry leaders to discuss pressing natural resource issues and how the College – through its education, research, and extension missions as a land-grant university – can contribute to finding solutions that benefit the citizens of Idaho, which includes workforce development and training. The proposed A.S. degrees evolved from just this type of engagement.

To assume that only community colleges are responsible for workforce development needs suggests a clear misunderstanding of mission of the UI and the land-grant university system as established by the Morrill Act (1862) and reaffirmed for Historical Black Colleges and Universities (1890) and Tribal Colleges (1994). These institutions were created specifically to educate the next generation workforce in agriculture and mechanical arts, which comprises the natural resources fields. From Section 4 of the original 1862 legislation, "…each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be … to teach such branches of learning as are related to agriculture and the mechanic arts … in order to promote the liberal and <u>practical</u> education of the <u>industrial</u> classes in the several pursuits and <u>professions</u> in life." [emphasis added]

Language in Idaho Code § 33-2814 (Education, University of Idaho, Courses) is consistent with Section 4 of the Morrill Act (1862) when it states that the UI "…shall embrace courses of instruction in mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics, engineering, mining and metallurgy, manufactures [manufacturing], architecture and commerce, and such branches … as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits."

Workforce development is essential to and implicit in the tripartite land-grant mission of the UI and our social contract with the citizens of the State of Idaho. Faculty and staff at the UI strive to educate and train a workforce that is supported by the best available science through basic and applied research and disseminated (or extended) to the general public to improve the lives of the citizens of Idaho and the nation.

Consistent with this mission, numerous land-grant institutions across the United States that UI considers peer institutions offer A.S. degrees that are designed to train a strong and vibrant workforce that is responsive to industry needs. Examples include Michigan State University, Montana State University, North Carolina State University, The Ohio State University, Oklahoma State University, Pennsylvania State University, Purdue University, State University of New York, Virginia Tech, University of Arkansas-Monticello, University of Hawaii, University of Maine, University of Massachusetts, University of Nebraska, University of New Hampshire, and West Virginia University. Similarly, 1890 and 1994 land-grant institutions such as Delaware State University (1890) and Salish-Kootenai College (1994) provide workforce development through A.S., B.S., and graduate degrees.

Furthermore, the UI's College of Agricultural and Life Science, College of Engineering, and College of Natural Resources specifically focus on workforce development in the form of their existing B.S. degrees. The UI is regularly awarded federal and state grants and contracts explicitly focused on workforce development needs at both the national at state levels. For instance, the Idaho Workforce Development Council awarded the UI a grant in 2019 in the amount of $419,622. In 2022, the USDA awarded a grant to the College of Natural Resources to develop educational programing to meet workforce development needs in forest operations – a grant that was awarded unconnected to the proposed A.S. degrees.[1]

Consequently, we believe the suggestion that Idaho's community colleges have exclusivity in providing programs that are focused workforce development represents a fundamental misunderstanding of the UI's mission as Idaho's land-grant university. While the UI is open to engaging with NIC in the delivery of the proposed A.S. degrees, the engagement must serve the best interests of the students and the industries that would benefit from the degrees. We respectfully disagree that such a partnership with NIC is necessary based upon our current understanding of NIC's regionally mandated focus and the resources needed to deliver the type of education and training industry desires.

[1] Advancing Technological and Fundamental Skillsets of Next Generation Forest Operations Workforces Through Enhanced Education and Extension, $225,000.

Boise State University

Abstains. Boise State has some serious reservations about UI offering AS degrees. This concern is not about the quality of programs, nor about UI's expertise and ability to deliver the programs. Instead, our concern is about "mission creep." The AA/AS degrees should be generally delivered by the 2-year schools. Thus, we defer to the Community Colleges in their assessment of the proposed new degrees. However, we would like to note that mission creep negatively affects all higher education institutions, whether it be community colleges offering 4-year baccalaureate degrees or 4-year universities offering specialized AS/AA degrees.

While the UI generally agrees with Boise State University's (BSU) philosophical assessment, it should be noted that all three proposed A.S. degree programs require very significant resource allocations to effectively deliver to meet industry and stakeholder needs. The UI currently has the capacity to offer the three degree programs with no additional general education funding and only minor internal reallocations (e.g., course staffing) within the College of Natural Resources. The UI suspects that community colleges attempting to offer any of the three proposed A.S. degrees would require significant additional general education funding and/or substantial reallocation of their current institutional resources to deliver in the same capacity as UI.

We respectfully submit that such additional general education funding or reallocation of institutional resources would be an inefficient and a wasteful use of resources considering the UI has nearly all of the resources now in place to deliver the three A.S. degrees in a fashion that is best for students and industry. Allowing each community college to develop and offer the proposed A.S. degrees to cover statewide needs would be inconsistent with Idaho Code § 33-113, which was enacted to "prevent wasteful duplication of effort" across higher education institutions.

The UI disagrees with BSU's perspective that the three proposed A.S. degrees would introduce mission creep. Mission creep is defined as the *gradual shift in strategic objectives frequently resulting in an unresolved conflict or open-ended commitment* (Oxford English Dictionary). The three proposed A.S. degrees fit exceptionally well by leveraging UI's obligation to deliver statewide B.S.-level degree programs that meet the workforce development needs in the natural resources industries (i.e., no shift in strategic objectives), which the UI has done for more than 100 years. Nor should the three proposed A.S. degrees be perceived as potentially resulting in unresolved conflict or open-ended commitment at the UI. The degrees were carefully planned and designed using direct input from industry stakeholders with all necessary resources in place for effective and efficient delivery. Students earning any of the three proposed A.S. degrees could, if they desired, enter rather seamlessly into corresponding B.S. degrees offered by UI.

Reflecting this commitment to being responsive to student and industry needs, all B.S. programs in the Department of Forest, Rangeland and Fire Sciences are accredited by professional societies (e.g., Association for Fire Ecology, Society of American Foresters, Society for Rangeland Management, Society of Wood Science and Technology). The College of Natural Resources intends to work with the Society of American Foresters (SAF) and professionally accredit each A.S. program under SAF's *Forest Technology* Standard. Such accreditation emphasizes quality and will help position each degree within their respective industries, helping students be more competitive in the job market. As specified by SAF, to meet the *Forest Technology* standard, programs must have [1] clear program purpose and learning outcomes, [2] adequate resources, including advising, [3] adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry), [4] support the learning environment with computers, specialized software, spatial information

technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and [5] have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement. We contend that the UI is the only institution in the state that can effectively meet these professional accreditation standards using existing resources.

If the UI were to offer a generic A.S. or A.A. degree that is composed of general education requirements and coursework selected from elective courses in the student's area(s) of interest, then mission creep would certainly be an issue of concern as elective course are indeterminant with regard to resource needs. That is not what is being proposed by UI in this instance.

College of Southern Idaho

The College of Southern Idaho opposes the approval of the three Associate of Science Degrees submitted on 2.5.2022 for comment: Wildland Fuel and Fire Technology, Forest Nursery Management and Technology, and Forest Operations and Technology. All three are obvious forays into the community college mission as defined by Idaho statute and further described in Idaho State Board of Education policy. They also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs. While they are indeed submitted as transfer programs, we question where they would transfer to. They appear to be terminal degrees as evidenced by the arguments around "industry supported." UI has no legal standing to offer CTE programs; these appear to be transfer degrees in name only. Even the proposals themselves include AAS language, and the curriculum seems to indicate that 20 credits of General Education were simply tacked on to the originally crafted AAS curriculum. [Torrey has advised me that this is not the case.]

As the sole authorized provider of associate degrees, CTE programs, workforce training, and (according to SBOE policy III.Z. and Idaho statute) lower division (including baccalaureate) postsecondary instruction in Region I, North Idaho College should at a minimum be provided a right of first refusal for all of these programs. Further, we would advocate for the most cost effective access to these programs as possible, something NIC can easily accomplish when compared to UI. Understanding that UI may have current facilities, operations, and other resources to support these programs provides an excellent opportunity for a collaboration, rather than a subordination or competition.

As Idaho's Land Grant Institution, UI has a particular, unique position and mission, and that is far from that of the community college. While Idaho community colleges have a clear, statutory endorsement to deliver bachelor's degrees, Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees, and in particular, CTE programming. While the case can be made that these are programs addressing workforce needs, those needs are best met through the Idaho community and technical colleges.

The College of Southern Idaho (CSI) presents that "Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees." This statement inconsistent with SBOE policy III.Z. that specifically allows all state institutions to offer A.S. degrees. Boise State University, for example, offers both A.A. and A.S. degrees. The UI is currently the only state higher education institution that does not offer an A.S. degree.

We agree with the CSI that the UI is not allowed to offer A.A.S. degrees per SBOE policy III.Z.2.b.iii.2. The UI apologizes for any confusing language in the proposals that mention A.A.S. degrees as that was carelessly made in error.

CSI states that "They [proposed A.S. degrees] also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs." Here, CSI implies that any workforce-oriented degree offered by an institution is narrowly designated as a CTE program. The College of Natural Resources and other colleges at UI offer numerous B.S. degrees with titles that could reasonably be considered CTE programs if workforce-oriented degrees were narrowly defined as CTE programs (e.g., B.S. Fire Ecology and Management; B.S. Forest and Sustainable Products, B.S. Forestry, Forest Operations Emphasis; B.S. Wildlife; Conservation Law Emphasis).

As described in detail in the response to comments provided by NIC, workforce education and training is clearly mandated in the originating Morrill Act (1862) legislation creating the land-grant universities. In

this we would agree wholeheartedly with CSI's statement that "As Idaho's Land Grant Institution, UI has a particular, unique position and mission." That mission is clearly articulated in Section 4 of the Morrill Act (1862) that states the land-grant university is to "promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." To suggest that the proposed A.S. degrees that prepare students for the workforce should not be developed, utilize the resources and expertise, and not be delivered by the UI suggests a fundamental misunderstanding of the mission of the land-grant university.

CSI expresses that "While they [the proposed A.S. degrees] are indeed submitted as transfer programs, we question where they would transfer to." All three proposed A.S. degrees directly transfer to B.S. degrees offered by the UI. The proposed A.S. Forest Operations and Technology degree transfers into UI's B.S. Forestry, Forest Operations Emphasis degree. The proposed A.S. Forest Nursery Management and Technology degree transfers into several programs including UI's B.S. Forestry, Forest Biology Emphasis degree and B.S. Horticulture and Urban Agriculture degree. The proposed A.S. Wildland Fuel and Fire Technology degree transfers into UI's B.S. Fire Ecology and Management degree, as well as the B.S. Forestry, General Forestry Emphasis degree. The B.S. degrees mentioned above are available for CSI's and SBOE members' inspection in the UI's *General Catalog*.[2]

CSI remarks that "They [the proposed A.S. degrees] appear to be terminal degrees as evidenced by the arguments around 'industry supported.'" For decades, the College of Natural Resources has partnered closely with the natural resources industries in the State of Idaho and the curricula of eight of the College's B.S. degree programs are designed, in part, with direct input from industry participants and stakeholders.

The Morrill Act (1862), which established the land-grant university system, was enacted to educate the next generation workforce in agriculture, which comprises the natural resources fields, and mechanical arts. Educating the next generation workforce should not be based on developing degree programs that disregard industry needs. As such, the UI would expect that members of the SBOE would strongly encourage industry participation in the development of undergraduate certificates and degrees that benefit natural resources industries statewide. Indeed, the opening sentence of SBOE policy III.Z. states "The purpose of this policy is to ensure Idaho's public institutions meet the education and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." [emphasis added]

Under "Rationale for Creation or Modification of the Program" on the SBOE's *Proposal for Academic Degree and Certificate* form, which is the form used to submit each of the three proposed A.S. degrees, section 2.b. requires that the institution detail the "Workforce and economic need" for the proposed program. The institution is required to "Provide verification of state workforce needs that will be met by this program" and to "Describe how the proposed program will stimulate the state economy…." Section 2.c. of this form requires the institution to articulate the "societal benefits" that would accrue from offering the proposed program. Hence, the SBOE's own new program submission form implies that workforce development should be a component of any new degree program.

CSI contends that the delivery of the proposed degree programs would be most cost effective through NIC. The UI emphatically disagrees with this position. The UI requires no additional general education funding to deliver the proposed degrees. Establishing a partnership with NIC would very likely require

[2] catalog.uidaho.edu

new general education funding for NIC and/or NIC's reallocation of their current general education funding to support the program. It also severely limits the delivery of the proposed degree programs to one region in the state when the degrees are clearly intended to meet statewide industry needs.

NIC currently does not own, lease, or manage any capital resources that would contribute to the delivery of any of the three proposed A.S. degrees. Examination of course offerings in NIC's 2021-2022 *Catalog*[3] demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state, and the development of any such program would be duplicative in terms of capital and skill-building experiential resources already in place at the UI.

In addition, the College of Natural Resources incurs substantial annual costs to maintain their capital assets (e.g., UI Experimental Forest, Pitkin Forest Nursery, forest harvesting equipment). These costs are covered by the College through a combination F&A on research grants, income-producing activities (e.g., timber sales, seedling sales), endowments, and annual giving from donors. A joint program with NIC in delivering the proposed degree programs would require that the UI to either [1] significantly subsidize NIC's costs of delivery of a joint program or [2] require the UI to be financially reimbursed by NIC proportional to their use to deliver their component of the joint program. Either option would likely be cost-prohibitive for both institutions and, again, would require duplication of resources which runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, <u>as far as practicable, prevent wasteful duplication of effort in said institutions</u>." [emphasis added]

Finally, and perhaps most importantly, a joint program in this specific case would not be student-centered. A partnership would result in the needless creation of an additional layers of administrative services to deliver the degree programs. Prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, articulations, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

It should be emphasized that executive leadership at CSI and UI share the same philosophical belief that the best course of action in higher education should focus squarely on what is best for students and citizens throughout the State of Idaho and not on the institutions. At the January 26, 2022, Idaho State Legislature's Joint Finance-Appropriations Committee meeting,[4] CSI President Dean Fisher responded to an enrollment growth question by Senator Crabtree stating that "I think I understand the question … it's just my general philosophical thoughts about how we [CSI] get enrollment successfully accomplished and retained. I think one of the most fundamental things we've done at the College of Southern Idaho is to step back and make sure that any impediment, any barrier, anything that is just part of the bureaucracy that serves us but not the students, is eliminated."[5]

[3] catalog.nic.edu
[4] https://insession.idaho.gov/IIS/2022/Joint%20Finance-Appropriations%20Committee/220126_jfac_0800AM-Meeting.mp4 [at 0:22:20]
[5] https://www.kmvt.com/2022/01/27/csi-emphasizes-growth-during-budget-hearing/

UNIVERSITY OF IDAHO

SUBJECT

Online Associate of Science in Wildland Fuel and Fire Technology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.E, III.G., and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to create an Associate of Science (A.S.) in Wildland Fuel and Fire Technology. The proposed program is based on stakeholder input and an assessment of workforce needs across the state and region. Currently, UI offers a Bachelor of Science (B.S.) in Fire Ecology and Management that is designed to provide students with a strong foundation in fire ecology, vegetation and fuels management, and wildland fire management. While the B.S. Fire Ecology and Management degree requires extensive training in fire science, the proposed A.S. degree is focused on preparing students for careers in the wildland fire sector and supports the needs of both permanent and seasonal employees employed as wildland firefighters and fire suppression technicians, including vegetation management for fuel reduction and use of prescribed burning.

The UI is uniquely positioned in the state to help meet this demand for a skilled wildland fuel and fire workforce. Our nationally ranked B.S. Fire Ecology and Management degree was the first of its kind in the nation and we have been training fire scientists for more than 40 years. We have extensive expertise with wildland fire and fuels management at the faculty level, and an extensive network of stakeholders at federal and state levels. Our faculty and staff deliver courses to wildland firefighters through online workshops and have developed online content for the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of eleven participating federal agencies, including training. Our proposed A.S. Wildland Fuels and Fire Technology will build upon existing field-based experience of potential students with more in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfires. We anticipate that students from Idaho's rural communities will be particularly interested in this program, as well as students from other western states (especially California, Oregon, and Washington). Furthermore, because we have designed this A.S. degree to be delivered almost exclusively online, we will be in a position to serve a broad audience of fuels technicians, wildland firefighters, and other individuals effectively and efficiently across the U.S. that are seeking to develop credentials to help advance in their careers. We believe this extended outreach is a critical component of the University of Idaho's land-grant mission.

As this new A.S. builds upon existing course offerings in fire ecology and management and existing content developed and approved by the NWCG, we do

not anticipate additional significant resources will be needed to deliver the program. Rather, we will utilize our expertise with the material and connections with stakeholders to create and effectively deliver content online. We anticipate that our proposed A.S. degree will attract students currently not enrolled at UI or being served by other institutions in the state.

This degree was developed in consultation with the NWCG. The NWCG issues standards that establish practices and requirements that "enable efficient and coordinated national interagency wildland fire operations." Additionally, as the proposed degree focuses on both fuels and wildfire, we have designed the course offerings, content, and student learning outcomes to follow the core competencies suggested for both wildland fuels and wildland fire certification as recommended by the Association for Fire Ecology (AFE); https://fireecology.org/professional-certification). For example, core competencies for wildland fuels technicians include 14 total competencies in the following categories: 1) fuels sampling and monitoring; 2) fuels management fundamentals; 3) fire ecology; 4) fuels program management. This is the same organization that accredits our B.S., Fire Ecology and Management. To fully meet the standards set forth by NWCG and AFE, the proposed A.S., Wildland Fuel and Fire degree must exceed 60 credits. The UI requests that the Board provide an exception to Board Policy III.E., which limits A.S. degrees to 60 credits.

IMPACT

We anticipate the proposed degree program supporting positions identified as wildland fuels technicians, wildland fuel specialists, wildland fire planners and analysts, wildland fire ecologists, and wildland fire restoration specialists. Employment in the sector is increasing dramatically as public agencies are working to suppress the increasing prevalence of wildland fires and implementing fuel treatments to reduce fire risk and restoring areas impacted by wildland fire.

As the wildland fire season has lengthened and there are more individuals required in the workforce, NWCG has struggled to meet training demand. The UI partners with NWCG to develop and deliver online coursework. The USDA Forest Service alone employs approximately 10,000 personnel annually in various positions in their wildland fire program, while the U.S. Department of Interior employs 5,000 personnel. A significant number of these positions are managerially oriented and include fuels technicians, fuels specialists, fire planners and analysts, and fire ecologists. Normal rates of employee attrition in these two federal agencies alone would provide ample employment opportunities for students of this proposed A.S. degree program. Factoring the employment needs of many state wildland fire agencies, as well as private consulting companies that are emerging to help combat wildland fire, only increases the demand, opportunities, and need for a well-trained wildland fuel and fire technology workforce.

ATTACHMENTS

Attachment 1 – A.S., Wildland Fuel and Fire Technology Proposal and Letters of Support

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.G, each full proposal is reviewed by the Council on Academic Affairs and Programs (CAAP) within a 30-day review period and makes recommendations to the Board's Instruction, Research and Student Affairs Committee. This review process provides institutions opportunities to provide feedback based on thoughtful review for quality, demand, centrality to mission, cost effectiveness/resources, and duplication that will inform the Board in its decision-making with regard to new program offerings.

On February 3, 2022, the Board office received three proposals from UI for proposed Associate degrees, one of which was the Wildland Fuel and Fire Technology. This proposal went through the 30-day review with CAAP with the review concluding on March 5, 2022. As a result of this review, the Board office received comments and/or concerns from four institutions regarding the offering of associate degree level programs by the University of Idaho. Specifically, College of Southern Idaho believes that the proposed degrees delve into a community college mission as defined in Idaho statute and in Board Policy. North Idaho College would prefer to collaborate on the offering of the proposed Associate programs. Idaho State University and Boise State University recommend that UI work collaboratively to build these programs with a community college such as North Idaho College.

The program anticipates five initial enrollments and 15-35 enrollments in subsequent years. Estimates were determined by consulting with stakeholders about potential for the proposed degree program. The university contracted with Gray Associates, who has developed a dynamic database for the institution that allows for the calculation of the contribution margin (net revenue less costs) for each academic program. UI indicates that the program will need to have at least 15 students to result in a positive contribution margin. If this number is not reached for three consecutive years, the program will be discontinued.

UI's proposed A.S. in Wildland Fuel and Fire Technology (formerly listed as Wildland Fire Technology and Operations in the Three-Year Plan) is included in their current institution plan for Delivery of Academic Programs in Region II. As provided in the Three-Year Plan, no institution has the statewide program responsibility specifically for Wildland Fuel and Fire Technology at the associate degree level. UI has statewide program responsibility for Bachelor of Science in Forestry and Master of Science, Master of Natural Resources, and Ph.D in Natural Resource concentration, Forestry.

The proposed program will require completion of 81 credits (38 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree. Specifically, III.E provides that an associate

degree shall not require more than 60 credits unless necessary for matriculation to a specific baccalaureate degree or for unique accreditation, certification, or professional licensure or by exception approved by the Board. Based on the information provided by UI, the program provides that in order to fully meet the NWCG and AFE standards, the proposed degree must exceed 60 credits and has included a request that the Board provide an exception to Board Policy III.E., which limits associate degrees to 60 credits.

Letters of support are provided from:

- USDA, Washington, Heath Cota
- Nez Perce Tribe Forestry and Fire Management Division, Selina Miles
- Riley Stegner and Associates, Jim Riley and Peter Stegner

The proposal completed the program review process and was discussed by the Council on Academic Affairs and Programs on March 31, 2022. The community college representatives of CAAP voted in opposition to a motion to recommend this program for approval. The University of Idaho voted in support. The remaining CAAP representatives abstained. The proposal was discussed by the Instruction, Research, and Student Affairs Committee on April 7, 2022. Given that this proposed program is part of three associate degrees, the first proposed by the university in its history, the Board's Executive Director determined to defer consideration of the proposals to the full Board.

Board Policy does not explicitly prohibit any public postsecondary institution in Idaho from proposing or offering Associate of Arts or Associate of Science degrees. Board Policy III.Z. does prohibit UI and Boise State University (BSU) from offering Associate of Applied Science (AAS) degrees, because such degrees are for Career Technical Education (CTE) programs which are not offered by UI and BSU. Thus, the question of whether UI should offer the proposed AS degrees is not a policy decision, because Board policy is silent on the matter.

BSU does currently offer an AA/AS, which is a legacy holdover from when BSU had an embedded community college mission prior to the creation of the College of Western Idaho. BSU only offers an AA/AS in General Studies to students who have completed 60 credits or more and then stop out, so the student doesn't leave empty-handed. BSU does not offer, and does not intend to offer, AS or AA degrees in any specific subjects or disciplines. They also do not recruit students into the AS/AA General Studies degree program, or encourage students to be part of the program as a normal course of their study.

Board staff finds that UI clearly has the academic capacity and capital resources to deliver the program, and has demonstrated a strong industry demand for the program. The Board will need to weigh concerns voiced by sister institutions, and whether an associate degree is the appropriate credential for the program.

BOARD ACTION

I move to approve the request by the University of Idaho to provide an exception to the 60-credit requirement for associate degrees, as provided in Board Policy III.E., in relation to the proposed Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by University of Idaho to offer an Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	9/15/2021
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Department of Forest, Rangeland and Fire Sciences

Official Name of the Program:	Wildland Fuel and Fire Technology			
Implementation Date:	7/1/2022			
Degree Information:	Degree Level: Associate		Degree Type: Associate of Science	
CIP code (consult IR /Registrar):	03.0511			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Face-to-Face			
Geographical Delivery:	Location(s)	Moscow	Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Responsibility	Statewide Responsibility	

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative _____

College Dean (Institution)	1/24/22 Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	1-25-22 Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Torrey Lawrence 1-25-22 Date	Chief Academic Officer, OSBE	Date
President	1-25-22 Date	SBOE/Executive Director Approval	Date

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Revised July 1, 2020

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   This proposed program (Associate of Science in Wildland Fuel and Fire Technology) is a new program for the Department and College and is not related to any existing degree program at the University of Idaho. The proposed program follows stakeholder input, and an assessment of workforce needs across the state and region. Currently, we offer a B.S. in Fire Ecology and Management that is designed to provide students with a strong background in fire ecology, vegetation and fuels management, and wildland fire management. While the B.S. Fire Ecology and Management degree requires extensive training in fire science, the proposed Associate of Science degree is focused preparing students for careers in the wildland fire sector and supports the needs of both permanent and seasonal employees working as wildland firefighters and fire suppression technicians (including vegetation management for fuel reduction and use of prescribed burning).

   The University of Idaho (UI) is uniquely positioned in the state to help meet this demand for a skilled wildland fuel and fire workforce. Our nationally ranked Fire Ecology and Management program was the first of its kind in the nation and we have been training fire scientists for over 40 years. We have extensive expertise with wildland fire and fuels management at the faculty level, and an extensive network of stakeholders at the federal and state level. Our faculty and staff are already delivering courses to wildland firefighters through online workshops and have developed online content for the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of participating federal agencies, including training. Our proposed Associate of Science in Wildland Fuels and Fire Technology will build upon existing field-based experience of potential students with more in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfires. We anticipate that students from Idaho's rural communities will be interested in this program, as well as students from other western states (especially California, Oregon, and Washington). Additionally, because we have designed the Associate of Science degree to be delivered almost entirely online (with key in-person and field-based learning opportunities delivered at the University of Idaho in Moscow), we will be in a position to effectively and efficiently serve a broad audience of wildland firefighters, fuels technicians, and other individuals across the U.S. and beyond that are looking to develop credentials to help advance in their careers. We believe this is a critical part of the University of Idaho's land-grant mission.

   As this new Associate of Science builds upon existing course offerings in fire ecology and management and existing content developed and approved by the NWCG, we do not anticipate significant resources are needed to develop and deliver the program. Rather, we will utilize our expertise with the material and connections with stakeholders to create and effectively deliver content online. We anticipate that our proposed Associate of Science degree will attract students currently not enrolled at UI or being served by other institutions in the state.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

   We anticipate the proposed degree program supporting positions identified as wildland fuels technicians, wildland fuel specialists, wildland fire planners and analysts, wildland fire ecologists, and wildland fire restoration specialists. Employment in the sector is increasing dramatically as public agencies are working to suppress increasing wildland fires and implementing fuel treatments to reduce fire risk and restoring areas impacted by wildland fire. Historically, many of these positions have been seasonal and have not required education beyond a high school diploma – most training has occurred at the agency through professional development courses managed and certified by the National Wildfire Coordinating Group (NWCG) (1). For many employed by federal agencies, the lack of a higher education degree and coursework has limited their potential to advance in their careers.

   *As the wildland fire season has lengthened and there are more individuals needed in the workforce, NWCG has struggled to meet training demand. The University of Idaho has already partnered with NWCG to develop and deliver online coursework. For example, in 2020 the Department of Forest, Rangeland and Fire Sciences developed online course modules for NWCG's RX-310 course (*Introduction to Fire Effects*) and delivered this material online to over 150 wildland fire personnel employed by state and non-profit fire management organizations. This demand for the material and revenue generated through the $300 online workshop fee demonstrated a clear need by the industry and a revenue model to support the development of new online NWCG content. We are currently working with NWCG to development online modules for other online courses that will support NWCG as well as the new degree program (1).*

   The U.S.D.A. Forest Service alone employs approximately 10,000 personnel annually in various positions in the wildland fire program (2), while the U.S. Department of Interior employs 5,000 personnel (3). A significant number of these positions are managerially oriented and include fuels technicians, fuels specialists, fire planners and analysts, and fire ecologists. Normal rates of employee attrition in these two federal agencies alone would provide ample employment opportunities for students of this proposed degree program. Factoring the employment needs of many state wildland fire agencies, as well as private consulting companies that are emerging to help combat wildland fire (especially in California), only increases the demand, opportunities, and need for a well-trained Wildland Fuel and Fire Technology workforce (4).

   Recent directives at the federal level also point to a strong demand for graduates of the proposed program. For example, demand for trained wildfire specialists is so great that it was recognized at the highest level of government when on June 30, 2021, President Biden announced several initiatives to attract and maintain wildland fire professionals – including increases hourly pay, providing bonuses, and recalibrating the Government Service (GS) pay scale upward for wildland fire professionals.

   Based upon this demand and support for our proposed program, we anticipate that this new degree will help develop the workforce needed to support the wildland fuels and fire

industry. Additionally, our emphasis on both wildland fire and vegetation (fuels) management has potential to create the next generation of wildland fuel specialists nationally that support the extensive reforestation efforts needed across the western U.S. to reduce wildfire risk.

References

(1) National Wildlife Coordinating Group (NWCG) Training Catalog. https://www.nwcg.gov/publications/training-courses
(2) U.S.D.A. Forest Service, Careers in Wildland Fire. https://www.fs.usda.gov/working-with-us/jobs/fire
(3) U.S. Department of Interior, Office of Wildland Fire, Workforce https://www.doi.gov/wildlandfire/workforce
(4) Private fire crews in wine country raise concerns over equity and safety. Los Angeles Times, October 10, 2020. https://www.latimes.com/california/story/2020-10-09/questions-about-private-fire-crews-in-wine-country-inspire-concerns-over-equity-safety

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

We anticipate that the majority of students will enroll as full-time students. As we have designed this curriculum specifically for preparing students for the workforce,, it is not intended to compete for students with the current B.S. Fire Ecology and Management degree offered by the University of Idaho. We anticipate that this degree program will draw from a national market. The College of Natural Resources is the recognized leader in the U.S. in wildland fire science and management education, the program having been in existence for more than forty years. A very large number of individuals currently employed across the U.S. in the wildland fire field lack the educational credentials to move up the career ladder.

This proposed degree programs will likely experience strong national demand due to the fact that it will be (1) offered predominantly online with over 90 percent online content, (2) provides a credentialing pathway for upward career mobility, and (3) very affordable.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Wildfires continue to significantly impact the U.S., a trend that is predicted to continue into the future. In 2020, the National Interagency Fire Center (NIFC) reported over 10 million acres of forests and rangelands burned from over 58,950 reported fires, with 38% of this acreage burning California alone. Nationally, the impact of these wildfires was extensive –17,904 structures were destroyed in 2020 and over 30,000 firefighters deployed in fire suppression efforts, costing an estimated $2.3 billion of federal funds. Although these statistics were almost double in 2020 than 2019, the 5-year and 10-year trends suggest that the wildfire issue is likely to continue to worsen as the wildfire season increases due to prolonged drought and warming temperatures in the western U.S. Corresponding to the increase in wildfire activity, requests for firefighting resources in 2020 were near or above the 10-year average.

Although the 2021 fire season is not complete, NIFC reports similar trends with over 5.7 million acres burned as of September 15, 2021 and almost 17,000 personnel assigned to fight wildfires. As a result, many wildfire managers are suggesting a shift from seasonal

to full-time firefighting crews that would focus not only of wildland fire suppression, but also fuels management. In June 2021, U.S. Forest Service (USFS) Deputy Chief Christopher French testified to the U.S. Senate Committee on Energy and Natural Resources that the USFS conducts fuel treatments designed to reduce wildfire impacts on only about 3 million acres annually, and that 3-4 times that amount is necessary to make progress in helping to reduce the impact of wildfires on the 193 million acres the USFS manages. This impact is only compounded when other private, state, and other federal lands are considered, especially in many areas of the western U.S. with the expansion of homes and other structures into the wildland-urban interface.

The new Associate of Science will help train this next generation of wildland firefighters and vegetation managers by providing them with a specific skillset that integrates fuels management and wildland fire technology skills. Once trained, we anticipate these individuals will support communities across Idaho and beyond facing challenges related wildland fuels and fire.

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'.

Not Applicable

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.

A variety of aspects of the new degree have been designed to help maximize affordability for students. First, by utilizing existing course content developed and approved by the National Wildfire Coordinating Group (NWCG) as the foundation of the new program, we are building upon existing resources. There is no need for us to develop and duplicate much of the course content to deliver the program. As much of the specific coursework is online, we do not anticipate excessive cost associated with course materials (e.g., textbooks, lab manuals, student fees). Second, by utilizing the extensive knowledge of our faculty to help deliver course content in an online environment, as well as industry knowledge from our important industry stakeholders, we can help keep instructional costs down. Furthermore, the program is designed such that is builds upon some existing coursework already being offered at the University of Idaho, and for the two hands-on, in-person courses we will utilize the University of Idaho Experimental Forest. Third, by integrating courses to explore various careers in wildland fire and fuels management and work experience through internships, we have established a framework to help students develop skills and relationships with potential employers following graduation. Finally, building off of our strong industry support, we will work with our industry stakeholders and CNR Advancement team to develop scholarship monies specifically for students enrolled in the new degree program.

Enrollments and Graduates

6. **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 for the most past four years.

   No similar degree program exists among the public higher education institutions in Idaho.

   Idaho State University offers both A.S. and B.S. degrees in Fire Services Administration that "prepares fire professionals with the management and administrative knowledge and skills necessary to advance their career and serve as leaders and officers in a fire department." There is no specific focus on wildland fire management within the Fire Services Administration degree program, nor does the program deliver any wildland fire or fuels management coursework per information contained in their degree maps and general catalog course listings. The program appears to be focused on structure, municipal, and community fire administration and management. Idaho State University does not publicly provide graduation statistics by major.

   The College of Western Idaho (CWI) currently offers an A.A. and two certificates in Fire Service Technology. Similar to Idaho State University, CWI's program does not address wildland fuels management of wildland fire per information contained in their degree maps and general catalog course listings. The program appears to be focused on structure, municipal, and community fire management. CWI does not publicly provide graduation statistics by major.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

   No similar degree program exists among the public higher education institutions in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: A.A.S., Forest Nursery Management and Technology											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
5	15	25	35	35		0	5	15	25	35	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the

capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Two factors were used to estimate demand for this proposed degree program. The first involved canvassing stakeholders about the potential of such a degree program to place students within the forest nursery industry. While this process did not provide a specific estimate of demand, it did provide an estimate of student placement upon graduation, and student placement is a considerable driver of demand for associate degrees with a workforce development goal. The second factor used is past recruitment efforts in the College of Natural Resources and record of success recruiting students in our degree programs.

To estimate the number of students that would be enrolled in the proposed degree program, we examined the enrollment at the few institutions that offer a somewhat similar degree; namely, Allan Hancock College (Santa Maria, California), Eastern New Mexico University (Ruidoso, New Mexico), and Treasure Valley Community College (Ontario, Oregon). Given the enrollments at these three institutions, we believe that we are conservative in our enrollment estimate

From a student recruitment perspective, the College of Natural Resources recruits nationally – about one-half of the college's undergraduate students are nonresidents. The college employs a strategic enrollment plan that segments and targets defined populations for each of its degree programs. To recruit for this proposed degree program, the college will target a national market. Students expressing interest in the program will be directly contacted by a recruiter and faculty (i.e., one-on-one recruitment interaction).

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The University of Idaho has contracted with Gray Associates, a company that has developed a dynamic database for the institution (Program Economics Platform), which allows for the calculation of the contribution margin (net revenue less costs) for each academic program. This proposed academic program will be discontinued if it experiences three consecutive years of negative contribution margin.

It is difficult to pinpoint an exact minimum enrollment that justifies continuance of the proposed academic program since delivery is contingent on cost structure, which can change year-to-year based on numerous variables. For example, the cost to deliver a course can differ substantially based on the faculty member teaching the course. A course taught by a full professor, with high salary and benefit costs, would be more costly to deliver relative to a newly hired assistant professor teaching the same course. Given the current cost structure in the department delivering the proposed academic program, it is believed that at least 15 students are necessary to result in a positive contribution margin.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

The sunset clause by which this degree will be considered for discontinuance is if the program fails to generate a positive contribution margin for three consecutive years.

11. 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.

Like all other academic programs at the University of Idaho, the proposed program will be required to perform an annual Academic Program Review (APR), which is a self-study quality assessment process required by the Idaho State Board of Education and the institution's accreditor, the Northwest Commission on Colleges and Universities (NWCCU). The APR process requires an examination of linked coursework to determine if student the stated learning outcomes for the academic program are being achieved and how well they are being achieved. The APR process also requires that academic programs annually assess student achievement, program demand and productivity, financial health, and resource use.

As the focus of the degree is workforce development, we will share assessment findings with the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of participating federal agencies, including training. Feedback from the NWCG will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

12. **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 A**.

    Not applicable to this degree.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

    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?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

    Yes *X* No _____

    If yes, proceed to question 15. If no:

    a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

    Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.

	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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.	43
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	38
Credit hours in free electives	0
Total credit hours required for degree program:	61

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required course work includes:

COMM 101	*Fundamentals of Oral Communication*	*3*
ENGL 101	*Writing and Rhetoric I*	*3*
ENGL 102	*Writing and Rhetoric II*	*3*
FOR 102	*Introduction to Forest Management*	*2*
FOR 103	*Introduction to Computer Applications in Natural Resources*	*1*
FOR 111	*Saws & Pumps*	*1*
FOR 145	*Careers in Fire and Fuels*	*2*
FOR 202	*Leadership and Decision-Making in Fire Management*	*3*
FOR 213	*Vegetation Management*	*3*
FOR 226	*Wildland-Urban Interface Assessment & Communication*	*3*
FOR 253	*Introduction to Fuels Inventory and Sampling*	*2*
FOR 254	*Fire Environment*	*3*

FOR 256	*Science Synthesis in Fire Ecology and Management*	*1*
FOR 261	*Fire Technology*	*3*
FOR 284	*Fire Policy and Administration*	*3*
FOR 290	*Medical Response and Stress Management in Natural Resources*	*3*
FOR 321	*Cultural Use of Fire*	*3*
FOR 323	*Communication and Facilitative Instruction in Fire Management*	*2*
MATH 123 or MATH 143	*Math in Modern Society or College Algebra*	*3*
PHIL 201	*Critical Thinking*	*3*
REM 142	*Introduction to Wildland Fire Management*	*2*
REM 151	*Rangeland Principles*	*3*
REM 210	*Introduction to Fire Effects and Management*	*2*
REM 298	*Wildland Fuels and Fire Internship*	*2*
SOC 101	*Introduction to Sociology*	*3*
Select 20 credits of General Education electives		*20*
	Total credits for degree:	*81*

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.

The proposed degree program requires the completion of an internship (REM 298 – Wildland Fuels and Fire Internship).

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

After completing the Associate of Science in Wildland Fuels and Fire Technology*, students will:*

1. *Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.*
2. *Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.*
3. *Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.*

4. *Effectively synthesize and communicate fire and fuels management information to the public.*
5. *Demonstrate an ability to measure fire effects.*
6. *Demonstrate ability to assume leadership roles in fire and fuels management.*
7. *Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.*

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. For example, proficiency with field-based skills will be assessed using lab exercises associated with FOR 111 Saws and Pumps. Additionally, a new field-based capstone course FOR 213 Vegetation Management will be used to assess how well students can apply wildland fuel and fire techniques to manage vegetation in a real-world setting. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.A.S. as part of FOR 323 Communication and Facilitative Instruction in Fire Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the wildland fuel and fire technology and related fields.

Direct assessment measures include:

1. ***Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands** – exercises and exams associated with and FOR 254 Fire Environment.*
2. ***Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface** – exercises and exams FOR 251 Introduction to Fuels Inventory and Sampling and final project associated with FOR 226 Wildland-Urban Interface Assessment and Communication.*
3. ***Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques –** field-based exercises and exam associated with FOR 111 Saws and Pumps and projects associated with FOR 444 Prescribed burning for Ecologically Based Fire Management.*
4. ***Effectively synthesize and communicate fire and fuels management information to the public** – final project associated with FOR 323 Communication and Facilitative Instruction in Fire Management.*
5. ***Demonstrate an ability to measure fire effects** – final project associated with FOR 210 Introduction to Fire Effects and Management.*
6. ***Demonstrate ability to assume leadership roles in fire and fuels management** – Exercises and final project in FOR 206 Leadership and Decision-Making in Fire Management, and final project in capstone course FOR 213 Vegetation Management.*
7. ***Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management** – final project associated with FOR 321 Cultural Use of Fire and application of relevant information into final project associated with capstone course FOR 213 Vegetation Management.*

Indirect measures include:

1) *Exit survey of graduates as part of course FOR 323 Communication and Facilitative Instruction in Fire Management.*

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 323 Communication and Facilitative Instruction in Fire Management.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

As over 90% of the degree is to be delivered online, there is little need for physical resources to support the new program. We will utilize existing University of Idaho infrastructure and software to develop and deliver the online course content. For the two in-person and hands-on courses, we will utilize the College of Natural Resources physical facilities and equipment to deliver the program. Specifically, we will utilize the University of Idaho Experimental Forest (UIEF) to deliver FOR 111 and FOR 211. The UIEF includes over 10,000+ acres of working forest and newly renovated classroom space that will allow students to focus on hands-on learning.

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?

We anticipate minimal impact of the new program on the College of Natural Resources' physical facilities. There will be increased student activity at the University of Idaho Experimental Forest (UIEF) associated with the two new in-person courses, however, the capacity of the forest and existing classroom space are more than sufficient to meet projected student demands.

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 specific renovation to existing space is needed to deliver the program. We do anticipate the need for new equipment to deliver the program, including a cache of chainsaws and supporting safety and maintenance equipment for student use. We estimate an initial cost of $10,000, followed by $10,000 annually to replace and repair equipment. These costs will be covered in part by student fees in several courses (FOR 111, FOR 213), as well as by the College of Natural Resources.

19. Library and Information Resources: Describe adequacy and availability of library and information 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.

We do not anticipate the program placing and significant demands on the UI Library and other informational resources.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are needed for the successful implementation of the program.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We anticipate that the program will require additional instructional capacity beyond current tenure-track faculty to deliver the proposed curriculum. While existing Department faculty are already delivering FOR 102, FOR 444, and REM 151 (total 7 CH), we have the capacity to deliver the following new courses: FOR 103, FOR 145, FOR 253, REM 142, REM 210 and REM 298 (total 11 CH).

We anticipate additional instructors will be required to deliver the following new courses: FOR 111, FOR 202, FOR 213, FOR 226, FOR 254, FOR 256, FOR 261, FOR 284, FOR 290, FOR 321, FOR 323, and REM 210 (total 28 CH). We anticipate using wildland fire professional staff to meet these instructional needs, specifically staff with expertise in NWCG course content. In terms of existing courses, our anticipated enrollments will increase enrollment in these courses, however, our review of past course offerings suggest there is capacity to meet any increased demand for seats in these courses from students enrolled in the new program.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing Department faculty have the instructional capacity to deliver existing courses to be included in the proposed degree, including FOR 102, FOR 444, and REM 151 (total 7 CH). Additionally, we feel confident that we have the capacity to deliver the following new courses: FOR 103, FOR 145, GOR 253, REM 142, REM 210 and REM 298 (total 11 CH). Additionally, the Department has the administrative and support capacity to effectively manage the program, including program assessment.

The College of Natural Resources will also support the program primarily in terms of student recruitment and marketing through the College's Director of Student Recruitment and Stakeholder Engagement. Student academic advising will be

provided through the professional advisors in the College, while career advising will occur across the new curriculum by Department faculty.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate little impact on existing programs in the Department and College. Additionally, we anticipate using some online course content as part of professional development workshops, helping us to meet the land-grant mission of the University of Idaho.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We anticipate needing part-time instructors to teach the following courses:

FOR 111 Saws & Pumps (1 CH)

FOR 202 Leadership and Decision-Making in Fire Management (3 CH)

FOR 213 Vegetation Management (3 CH)

FOR 226 Wildland-Urban Interface Assessment & Communication (3 CH)

FOR 254 Fire Environment (3 CH)

FOR 256 Science Synthesis in Fire Ecology and Management (1 CH)

FOR 261 Fire Technology (3 CH)

FOR 284 Fire Policy and Administration (3 CH)

FOR 290 Medical Response and Stress Management in Natural Resources (3 CH)

FOR 321 Cultural Use of Fire (3 CH)

FOR 323 Communication and Facilitative Instruction in Fire Management (2 CH)

We anticipate existing Department faculty will develop and teach some of these new online courses. For others, we will utilize professional wildland fire staff to meet these instructional needs, specifically part-time staff that have the expertise in areas of focus and experience with existing NWCG courses. Following Department of Forest, Rangeland and Fire Sciences guidelines for temporary online instructors ($1,000 per CH), we estimate the costs of delivering these new courses (28 total credits) will be $28,000 annually.

21. 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?

We do not anticipate a significant reallocation of funds to support the program. Funding for the increased instructional costs associated with hiring part-time instructors will come from existing non-state appropriated funds to the Department from the College of Natural Resources.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation of funds is requested to support the program.

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?

No one-time funding sources are anticipated.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No grants, special fees, or contracts are being proposed to fund the program.

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.

No institutional local fees are requested.

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.

We anticipate course fees associated with the following courses:

FOR 111: $200 per student to cover chainsaw costs and chainsaw safety equipment required for the course.

FOR 213: $100 per student to cover chainsaw costs and chainsaw safety equipment required for the course.

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include

impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	15	15	25	25	35	35
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	15	15	25	25	35	35

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$30,909.00	$0.00	$92,727.00	$0.00	$154,545.00	$0.00	$216,363.00	$0.00
5. Student Fees	$12,111.00	$0.00	$36,333.00	$0.00	$60,555.00	$0.00	$84,777.00	$0.00
6. Other (i.e., Gifts)	$5,000.00	$0.00	$10,000.00	$0.00	$15,000.00	$0.00	$15,000.00	$0.00
Total Revenue	$48,020	$0	$139,060	$0	$230,100	$0	$316,140	$0

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.

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III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.2	0.00	1.2	0.00	1.2	0.00	1.2	0.00
2. Faculty	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Adjunct Faculty	$ 28,000.00	$0.00	$28,000.00	$0.00	$ 28,000.00	$0.00	$ 28,000.00	$0.00
4. Graduate/Undergrad Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Research Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Directors/Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Administrative Support Personnel	$ 900.00	$0.00	$ 2,700.00	$0.00	$ 4,500.00	$0.00	$ 6,300.00	$0.00
8. Fringe Benefits	$ 367.20	$0.00	$ 1,101.60	$0.00	$ 1,836.00	$0.00	$ 2,570.40	$0.00
9. Other:								
Total Personnel and Costs	$29,267	$0	$31,802	$0	$34,336	$0	$36,870	$0

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	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Communications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Materials and Supplies	$125.00	$0.00	$250.00	$0.00	$375.00	$0.00	$375.00	$0.00
6. Rentals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Miscellaneous	$1,500.00	$0.00	$1,500.00	$0.00	$1,500.00	$0.00	$1,500.00	$0.00
Total Operating Expenditures	$1,625	$0	$1,750	$0	$1,875	$0	$1,875	$0

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00	0	$0.00	$0.00	$0.00	$0.00	$0.00
2. Equipment	$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00
Total Capital Outlay	$10,000	$0	$10,000	$0	$10,000	$0	$10,000	$0

	FY 22		FY 23		FY 24		FY 25	
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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Page 3

E. Other Costs

Utilites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Maintenance & Repairs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other _____								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$40,892	$0	$43,552	$0	$46,211	$0	$48,745	$0
Net Income (Deficit)	$7,128	$0	$95,508	$0	$183,889	$0	$267,395	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.	Conservative estimate of new studnets enrolling in program
II.4	Conservative tuition estimate $6181.80 per student based upon all resident enrollment; CNR has high non-resident enrollment
II.5	Fee estimates inlcude $2122.20 for University fees per student; $300 additional course fees per student
II.6	Estimate of new scholarships via CNR Advancement office
III.A.1	Conservative estimate of instructional needs; 28 CH total (Full-time FTE 24 CH) plus time for preparation and student advising
III.A.3	Adjunct faculty salary based upon CNR standard of $2,000 per CH for temporary instructors
III.A.7	Administrative suppoprt estimated at $180 per enrolled student
III.A.9	Administrative support fringe rate of 40.8%
III.B.5	Marterials and supplies for student recruitment; estimated $25 per student, includes travel and based on CNR recruitment analysis
III.B.8	Miscellaneous administrative costs supporting program
III.C.2	Capital outlay for new chainsaws and associated safety/mainteance equipment, as well as surveying equipment; replacement costs
	for out years

Addendum to #472 Wildland Fuel and Fire Technology Proposal

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 – *if not applicable, provide a sentence to explain why not applicable.**

   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'.

   While it is true that our proposed courses as part of this Associate Degree rely heavily on experiential learning, they also include content that goes beyond just experience, or knowledge that is acquired through professional work experience or training.

   The University of Idaho does have a policy and mechanism for students to challenge courses by examination (UI Catalog I-2-a). We have used this policy in the past successfully with students that wish to receive credit for work experience. It allows the student to obtain credit based upon experience or prior training while at the same time ensuring that student learning outcomes of the course and our professional accreditation standards are maintained.

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.

   A variety of approaches will be taken to help maximize affordability. First, many of the new courses to be developed are based upon existing expertise and course materials. This ensures the efficient use of resources to develop the new courses to support the degree program. Second, since most of the required courses for the degree are field-based and experiential in nature, there are not textbooks available to be used to support student learning. As such, we will rely largely on self-produced or public domain material that will be shared via the University of Idaho's learning Management System – Canvas. We are already doing this for many courses in the Department where faculty have designed

supplemental learning materials that are freely available online and built course content that precludes the need for expensive textbooks. Third, the Department and College are actively working with stakeholders and industry partners to develop funds to support the acquisition and maintenance of field equipment to support the new degree program. Finally, the CNR Development Office is working to secure endowments for scholarships to support students.

Response to Idaho State Board of Education Inquiry

Below are responses to questions that the University of Idaho received from T.J. Bliss and Patty Sanchez concerning the University of Idaho's three proposed A.S. degrees.

A.S., Wildland Fuel and Fire Technology

For the **AS, Wildland Fuel and Fire Technology**, the proposal indicated that the program will require 61 credits; however, upon further review, the number of credits totaled 81. Can you confirm that number? In either case, the total places the program over the 60 threshold as defined in policy III.E and will need rationale to include with the request. Under question 6 of the proposal, the UI lists two existing programs offered by ISU and CWI without enrollment and graduate data for those. We need for the UI to provide this information in the chart provided in the proposal form. This information can be obtained from ISU and CWI IRs or by going through the Provost offices.

The UI apologizes for the error in the credit count for the A.S., Wildland Fuel and Fire Technology degree. Too many drafts resulted in an incorrect credit count. The total credits for this A.S. degree should be noted as 82. The UI requests that the Board provide an exception to Board Policy III.E.1.c. for the A.S., Wildland Fuel and Fire Technology degree.

This degree was developed in consultation with representatives from the National Wildfire Coordinating Group (NWCG)[1]. The NWCG issues standards that establish workforce practices and requirements that "enable efficient and coordinated national interagency wildland fire operations." In addition, as the proposed degree focuses on both fuels and wildfire, we have designed the curriculum, course content, and student learning outcomes to follow the core competencies suggested for both fuels and wildland fire certification as recommended by the Association for Fire Ecology (AFE)[2], the same accreditor of UI's B.S., Fire Ecology and Management degree. For example, core competencies for wildland fuels technicians include 14 total competencies in the following categories: [1] fuels sampling and monitoring, [2] fuels management fundamentals, [3] fire ecology, and [4] fuels program management. To fully meet the accreditation standards set forth by NWCG and AFE, the proposed A.S., Wildland Fuel and Fire degree must exceed 60 credits.

UI recognizes that 82 credits is relatively high for an A.S. degree. However, more than 90 percent of the coursework for the proposed A.S., Wildland Fuel and Fire Technology degree will be offered online. Furthermore, the UI has the ability to provide students in the program technical competency credit[3] for coursework completed as part of NWCG training, as well as credit through challenged courses (i.e., credit by examination).[4]

Note that the A.S., Wildland Fuel and Fire Technology degree matriculates into UI's B.S., Fire Ecology and Management.

The table on the following page presents the fall census enrollment and degrees awarded data from 2018-2021 for fire-related degrees offered by the College of Western Idaho[5] and Idaho State University.[6]

[1] https://www.nwcg.gov/
[2] https://fireecology.org/academic-program-certification
[3] UI General Catalog, Regulation I-2-c.
[4] UI General Catalog, Regulation I-2-a.
[5] College of Western Idaho data provided by the Office of Institutional Effectiveness on March 18, 2022.
[6] Idaho State University data provided by the Office of Institutional Research on March 18, 2022.

It should be noted that UI's proposed A.S., Wildland Fuel and Fire degree noticeably differs from the College of Western Idaho's and Idaho State University's "Fire Service" degrees. These two institutions' "Fire Service" curricula are based upon the U.S. Fire Administration's *Fire and Emergency Services Service Higher Education* initiative,[7] which primarily focuses on municipal fire management, fire investigation, fire prevention, hazardous materials, emergency medical services, and leadership and not on wildland fuel and fire management. In fact, the initiative requires no wildland fire training and instead directs individuals to the NWCG for wildland fire training.[8]

The College of Western Idaho's A.A.S. Wildland Fire Management and A.A.S. Fire Service Technology degrees were discontinued effective August 20, 2018, per information obtained from CCWI's Office of Institutional Research.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY 18	FY 19	FY 20	FY 21 (most recent)	FY 18	FY 19	FY 20	FY 21 (most recent)
CWI	**A.A.S., Wildland Fire Management**[a]	4	--	--	--	4	3	1	--
CWI	**A.A.S., Fire Service Technology**[a]	11	4	0	1	2	8	5	--
CWI	**A.A., Fire Service Technology**[b]	--	--	2	26	--	--	--	--
CWI	**A.A., Fire Service Management**[b]	--	--	1	1	--	--	--	--
ISU	**A.S., Fire Service Administration**	9	8	5	9	2	2	4	4
ISU	**B.S., Fire Service Administration**	13	15	14	20	4	3	1	3

[a] Program end date August 20, 2018
[b] Program start date August 1, 2018

[7] https://www.usfa.fema.gov/training/prodev/about_feshe.html
[8] https://www.usfa.fema.gov/wui/training/

November 22, 2021

Subject: Letter of Support for University of Idaho

The Nez Perce Tribe Forestry and Fire Management Division is very supportive of the University of Idaho in its mission to educate current and future land managers and practitioners. Wildland fire and fuels management will always require highly skilled and educated workers to complete the field work in a productive, safe, and ethical manner. The Nez Perce Tribe Forestry and Fire Management Division supports an AAS program through the University of Idaho for Fire and Fuels Management.

This 2-year associates degree program could benefit the technical workforce that the Nez Perce Tribe Forestry and Fire Management Division employs, along with its interagency partners technical workforce. For over the course of 10 years; many forestry, fire and fuels technicians employed with the Nez Perce Tribe have been doing the extensive field work extinguishing wildfires, fuels monitoring, forest inventories, executing prescribed fires, and much more. These technicians could benefit from a formal education to better themselves and their profession by receiving a 2-year degree in Wildland Fire and Fuels management. This 2-year associates degree program would provide a learning opportunity for the fire and fuels technicians to improve critical thinking skills; technical forestry, fire, and fuels management knowledge; professional technical writing skills; workplace communication skills; peer to peer learning and exchange of knowledge and ideas.

The Nez Perce Tribe Forestry and Fire Management Division seeks to enhance the professional and technical skills in its employees. A program such as an AAS degree in Wildland Fire and Fuels would only sharpen the skills in the technical workforce. The Nez Perce Tribe Forestry and Fire Management Division looks forward to the future of this educational opportunity and the future of University of Idaho's College of Natural Resource Degree Programs.

Sincerely,

Selina Miles

Forester

Nez Perce Tribe Forestry and Fire Management

116 Veterans Ave

Lapwai, Idaho, 83540

208-843-7328

United States Department of Agriculture | Forest Service | WO FAM Workforce Development

Date: 10/7/2021

Subject: Letter of Support for University of Idaho

Wildland fire management will always be a technical skill-based profession, however the involving complexities of managing wildland fire, whether it is a planned or unplanned ignition, requires the agency to develop a more holistic fire and fuels professional.

The agency is currently exploring avenues internal and external that allow it to accelerate its ongoing efforts to educate and train its current and future professionals. Education opportunities that allow for the transfer of knowledge, reinforcement of technical skills, and the synthesis of both to improve critical thinking, problem solving, and more efficient decision making is essential to developing the type of professional fire and fuels managers that the agency is seeking.

Programs such as the AAS for Fire and Fuels Management are ideal for recruiting new fire and fuels managers and educating our current professionals. The agency looks forward to seeing how this program will help us maintain a high standard of technical skill in education for fire fuels professionals.

Sincerely,

/s/ Heath Cota

Forest Service
Washington Office
Branch Chief of Fire Workforce Development and Training

208-957-3045
heath.coda@usda.gov

Pacific Southwest Region

R|S

RILEY STEGNER AND ASSOCIATES

March 30, 2022

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037
Delivered via electronic mail

RE: Industry support for University of Idaho College of Natural Resources' request to offer proposed Associate of Science (A.S.) degrees

Dear Idaho State Board of Education Members:

We write in support of the University of Idaho's College of Natural Resources' request to offer the following Associate of Science (A.S.) degrees:

- A.S., Forest Operations & Technology
- A.S., Forest Nursery Management & Technology
- A.S., Wildland Fuels & Fire Technology (> 90% online)

The forest products industry in Idaho has long depended on the University of Idaho (UI) and the College of Natural Resources (CNR) to provide the next generation workforce of natural resource professionals for our companies. UI is uniquely, and perhaps solely, positioned to offer the educational resources to future employees that are in short supply for our sector. The mission of land-grant universities to focus on the research and educational advancement in the agriculture and forestry sectors is a critical piece of the rural, resource rich infrastructure that allows these sectors to thrive and survive.

Idaho's higher educational institutions have a proud history of responding to the educational needs of its business sectors to support their advancement such as in the areas of nuclear energy, law, computer science, agriculture, forestry and more. Creation of the three A.S. degrees will continue in this tradition, and as Idaho's land-grant university, the UI is the right home for the new programs. The proposed degrees will undoubtedly benefit from the CNR's resources and experienced staff, one-of-kind experimental forest, world class nursery, well known and respected programs, and deep connections to other research universities with like missions. It would be hard to identify an educational institution where these degree programs could thrive without the resources and staff at CNR.

The forest products industry is a significant part of Idaho's economic vitality, contributing $4 billion to the economy and employing–directly and indirectly–over 30,000 Idahoans.

On this matter we represent Bennett Lumber Products Inc., Clearwater Paper, Idaho Forest Group, Manulife Investment Management Timberland and Agriculture, Molpus Woodlands Group, PotlatchDeltic Corporation, and Stimson Lumber Company.

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

Thank you for your consideration of this request.

Sincerely,

Peter Stegner
Principal
Riley Stegner and Associates

Jim Riley
Principal
Riley Stegner and Associates

101 S Capitol Blvd #930 • Boise, ID 83702 • 208.310.5949

Associate Programs – Comments

Lewis-Clark State College
Supports. No comments.

Idaho State University
ISU recommends that U of I and NIC work collaboratively to build these programs rather than the programs being housed at any one institution. We realize that this requires a great deal of work and alignment, but in this situation, we believe it is the best course of action.

North Idaho College
North Idaho College does not support these degree programs. Per Board Policy 3Z it is the responsibility of Community Colleges to meet workforce needs in our region. North Idaho College has reached out to the University of Idaho and offered to collaborate on these efforts. We will continue to engage in conversations to find a way to meet the needs of students and regional workforce demands.

- Wildland Fuel and Fire Technology (AS)
- Forest Nursery Management and Technology (AS)
- Forest Operations and Technology (AS)

Boise State University
Abstains. Boise State has some serious reservations about UI offering AS degrees. This concern is not about the quality of programs, nor about UI's expertise and ability to deliver the programs. Instead, our concern is about "mission creep." The AA/AS degrees should be generally delivered by the 2-year schools. Thus, we defer to the Community Colleges in their assessment of the proposed new degrees. However, we would like to note that mission creep negatively affects all higher education institutions, whether it be community colleges offering 4-year baccalaureate degrees or 4-year universities offering specialized AS/AA degrees.

College of Southern Idaho
The College of Southern Idaho opposes the approval of the three Associate of Science Degrees submitted on 2.5.2022 for comment: Wildland Fuel and Fire Technology, Forest Nursery Management and Technology, and Forest Operations and Technology. All three are obvious forays into the community college mission as defined by Idaho statute and further described in Idaho State Board of Education policy. They also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs. While they are indeed submitted as transfer programs, we question where they would transfer to. They appear to be terminal degrees as evidenced by the arguments around "industry supported." UI has no legal standing to offer CTE programs; these appear to be transfer degrees in name only. Even the proposals themselves include AAS language, and the curriculum seems to indicate that 20 credits of General Education were simply tacked on to the originally crafted AAS curriculum. [Torrey has advised me that this is not the case.]

As the sole authorized provider of associate degrees, CTE programs, workforce training, and (according to SBOE policy III.Z. and Idaho statute) lower division (including baccalaureate) postsecondary instruction in Region I, North Idaho College should at a minimum be provided a right of first refusal for all of these programs. Further, we would advocate for the most cost effective access to these programs as possible, something NIC can easily accomplish when compared to UI. Understanding that UI may have current facilities, operations, and other resources to support these programs provides an excellent opportunity for a collaboration, rather than a subordination or competition.

As Idaho's Land Grant Institution, UI has a particular, unique position and mission, and that is far from that of the community college. While Idaho community colleges have a clear, statutory endorsement to deliver bachelor's degrees, Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees, and in particular, CTE programming. While the case can be made that these are programs addressing workforce needs, those needs are best met through the Idaho community and technical colleges.

University of Idaho
Proposed Associate of Science Degrees

Lewis-Clark State College
Supports. No comments.

Idaho State University
ISU recommends that U of I and NIC work collaboratively to build these programs rather than the programs being housed at any one institution. We realize that this requires a great deal of work and alignment, but in this situation, we believe it is the best course of action.

The University of Idaho (UI) fully supports and participates in numerous mutually beneficial collaborative partnerships with community colleges throughout the state. Some current collaborations include the development and execution of transfer articulations, the management and delivery of many 2+2 programs, and co-instruction. For example, the UI's College of Natural Resources currently partners with the College of Southern Idaho to collaboratively teach range management courses virtually and in-person at the UI's Rinker Rock Creek Ranch. We are also working with CSI to deliver a 2+2 in Rangeland Ecology and Management from Twin Falls.

SBOE policy III.Z. formally defines collaboration between two or more institutions to deliver an academic degree program as a joint program. Unlike our other collaborations, the UI believes that a joint program in this specific case would not be student-centered. Rather, we expect that a joint program would result in the creation of additional layers of administrative services to deliver the degree programs. Moreover, prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

The UI believes the any "best course of action" should focus squarely on what is best for students and citizens throughout the State of Idaho when offering any degree program. Generally, strong and vibrant programs possess well-qualified instructors, a breadth of relevant courses that are regularly available, and modern, well-maintained facilities and equipment that provide for the development of skills needed in the workforce. The combination of these three ingredients will increase the likelihood of producing graduates that add economic value to the State of Idaho.

SBOE policy allows all state institutions to offer A.S. degrees; the UI is barred from offering A.A.S. degrees per board policy, a policy that, after discussing with other institutions across the state and SBOE staff, we are in full agreement. As with all our B.S. degrees that have been designed in consultation with industry partners, all three proposed A.S. degrees have been specifically designed with direct industry input to [1] serve a clearly defined statewide need, [2] leverage very extensive capital resources managed by the College of Natural Resources, and [3] leverage faculty expertise and the multitude courses currently being taught by the College at the B.S. degree level.

With respect to meeting statewide need, the UI has submitted many support letters from statewide, regional, and national stakeholders that would be positively influenced by the proposed A.S. degrees. Each of these stakeholders already provide significant support to the College of Natural Resources'

existing B.S., M.S., and Ph.D. programs and have a clear understanding through their partnerships of how the College will leverage its current expertise and assets to better meet the specific workforce development needs in their respective industries. This type of interaction and dialogue with stakeholders is at the core of UI's tripartite land-grant mission and social contract of providing accessible educational opportunities that incorporate the best available science to improve the lives of the citizens of Idaho and the nation.

SBOE Governing Policies and Procedures III.Z.2.b.iii.1 and Idaho Code § 33-2101 (Education, Junior Colleges) define North Idaho College's (NIC) service region as embracing the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone. This delivery area is consistent with language contained in NIC's 2021-2022 Catalog: "Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents in Idaho's five northern counties with the NIC Sandpoint center in Sandpoint, Idaho, online services and courses, and comprehensive outreach services." Allowing NIC to deliver the proposed A.S. degrees statewide would violate SBOE policy and state code, or, in the alternative, serve prospective students only within the five counties NIC's degrees are designated for delivery, which defeats the UI's purpose in providing a statewide benefit with the proposed degrees to the broadest student population.

Regarding capital resources for the delivery of the proposed A.S. degrees, the College of Natural Resources will rely on the use of its 10,000+ acre UI Experimental Forest located near Moscow and its more than $2 million in modern harvesting equipment in offering the A.S. Forest Operations and Technology degree. Students will be trained in hands-on forest harvest preparation, road layout, harvest, and post-harvest activities at the UI Experimental Forest using traditional and cutting-edge technology and equipment that will prepare them to enter the workforce with the skills needed to succeed.

The Pitkin Forest Nursery is a modern commercial-scale nursery consisting of millions of dollars in investments in buildings and specialized equipment. Students pursuing the A.S. Forest Nursery Management and Technology degree will be fully exposed to all facets of production and sales of nursery stock. The UI is one of only two universities in the United States operating a commercial forest nursery, which makes this proposed degree and student experience unique not only in the state, but also nationally.

Similarly, the A.S. Wildland Fuel and Fire Technology degree builds upon unique assets as the first and leading wildland fire program in the United States. While the proposed degree is intended to be delivered almost entirely online, we will leverage [1] our faculty and staff expertise, [2] one of the only fire combustion labs on a university campus in the country, and [3] our long-standing relationships with federal agencies responsible for wildland fuel and fire training (e.g., National Wildfire Coordinating Group) to develop and deliver a unique program that integrates fuel and vegetation management with wildland fire. Furthermore, as the proposed degree has been designed to be delivered almost entirely online, we would respectfully submit that this A.S. degree should be governed by SBOE Governing Policies and Procedures III.Z.6.a., "This policy [Planning and Delivery of Postsecondary Programs and Courses] is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education." Thus, SBOE policy dictates that the UI is authorized to offer the A.S. Wildland Fuel and Fire Technology degree without any designated service areas constraints.

Finally, we have consciously designed the proposed programs to build upon the numerous pre-existing courses that are currently being taught on a regular basis by more than two dozen faculty in the College

of Natural Resources. The College faculty have redesigned many existing courses for the three proposed A.S. degrees. The courses have been redesigned to focus more heavily on applied components of their respective discipline areas and less on the theoretical, consistent with input from stakeholders about the skills and training the view as critical for their respective industries. In this way, we have already done much of groundwork to ensure that students will be immediately and directly employable into the workforce as we do for all of our degree programs regardless of level.

The UI respectfully questions whether NIC has the established relationships with industry stakeholders necessary to design and deliver the three proposed A.S. degrees statewide. The UI is also unaware of any existing capital resources either owned, leased, or managed by NIC that would contribute to the delivery of any of the three proposed A.S. degrees. Furthermore, examination of course offerings in NIC's 2021-2022 *Catalog* demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state.

If NIC were to either offer the three proposed A.S. degrees or form a joint program with the UI in offering the degrees, then it would almost certainly have to expend significant funds to help offset the costs associated with the College of Natural Resources' capital assets, instructors, and courses. Given both the SBOE's and the UI's budget/revenue models, the College of Natural Resources would be required to charge NIC for any resources they would find necessary to utilize to successfully deliver the proposed degree programs.

The UI is requesting no additional general education funding to offer any of the three proposed A.S. degrees; as such, we respectfully submit that these degrees can be delivered with current institutional resources only within the College of Natural Resources at UI. Thus, a joint program between NIC and UI in the delivery of the three proposed A.S. degrees, as suggested by Idaho State University, runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, as far as practicable, prevent wasteful duplication of effort in said institutions." [emphasis added]

North Idaho College

North Idaho College does not support these degree programs. Per Board Policy 3Z it is the responsibility of Community Colleges to meet workforce needs in our region. North Idaho College has reached out to the University of Idaho and offered to collaborate on these efforts. We will continue to engage in conversations to find a way to meet the needs of students and regional workforce demands.

- *Wildland Fuel and Fire Technology (AS)*
- *Forest Nursery Management and Technology (AS)*
- *Forest Operations and Technology (AS)*

The UI believes that North Idaho College (NIC) has misinterpreted SBOE Policy contained in III.Z. [Planning and Delivery of Postsecondary Programs and Courses]. This policy bars the UI from offering A.A.S. degrees (III.Z.2.b.iii.2.). However, the policy allows all institutions, including the UI, to offer A.S. degrees.

NIC's response states that "it is the responsibility of Community Colleges to meet workforce needs in our region." The UI respectfully disagrees with NIC's perspective that degrees focused on workforce development are restricted to state's community colleges. All of the College of Natural Resources degrees, especially those in the Department of Forest, Rangeland and Fire Sciences in which the three proposed A.S. degrees will be housed, have been designed with the direct input of employers and industry stakeholders. In fact, the College frequently organizes "Industry Summits" for stakeholders to review curricula and meet with faculty to ensure that students are graduating with the necessary skills to enter the workforce. Additionally, the College of Natural Resources annually sponsors a field tour for the UI President, state and federal government officials and agency staff, and industry leaders to discuss pressing natural resource issues and how the College – through its education, research, and extension missions as a land-grant university – can contribute to finding solutions that benefit the citizens of Idaho, which includes workforce development and training. The proposed A.S. degrees evolved from just this type of engagement.

To assume that only community colleges are responsible for workforce development needs suggests a clear misunderstanding of mission of the UI and the land-grant university system as established by the Morrill Act (1862) and reaffirmed for Historical Black Colleges and Universities (1890) and Tribal Colleges (1994). These institutions were created specifically to educate the next generation workforce in agriculture and mechanical arts, which comprises the natural resources fields. From Section 4 of the original 1862 legislation, "…each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be … to teach such branches of learning as are related to agriculture and the mechanic arts … in order to promote the liberal and <u>practical</u> education of the <u>industrial</u> classes in the several pursuits and <u>professions</u> in life." [emphasis added]

Language in Idaho Code § 33-2814 (Education, University of Idaho, Courses) is consistent with Section 4 of the Morrill Act (1862) when it states that the UI "…shall embrace courses of instruction in mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics, engineering, mining and metallurgy, manufactures [manufacturing], architecture and commerce, and such branches … as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits."

Workforce development is essential to and implicit in the tripartite land-grant mission of the UI and our social contract with the citizens of the State of Idaho. Faculty and staff at the UI strive to educate and train a workforce that is supported by the best available science through basic and applied research and disseminated (or extended) to the general public to improve the lives of the citizens of Idaho and the nation.

Consistent with this mission, numerous land-grant institutions across the United States that UI considers peer institutions offer A.S. degrees that are designed to train a strong and vibrant workforce that is responsive to industry needs. Examples include Michigan State University, Montana State University, North Carolina State University, The Ohio State University, Oklahoma State University, Pennsylvania State University, Purdue University, State University of New York, Virginia Tech, University of Arkansas-Monticello, University of Hawaii, University of Maine, University of Massachusetts, University of Nebraska, University of New Hampshire, and West Virginia University. Similarly, 1890 and 1994 land-grant institutions such as Delaware State University (1890) and Salish-Kootenai College (1994) provide workforce development through A.S., B.S., and graduate degrees.

Furthermore, the UI's College of Agricultural and Life Science, College of Engineering, and College of Natural Resources specifically focus on workforce development in the form of their existing B.S. degrees. The UI is regularly awarded federal and state grants and contracts explicitly focused on workforce development needs at both the national at state levels. For instance, the Idaho Workforce Development Council awarded the UI a grant in 2019 in the amount of $419,622. In 2022, the USDA awarded a grant to the College of Natural Resources to develop educational programing to meet workforce development needs in forest operations – a grant that was awarded unconnected to the proposed A.S. degrees.[1]

Consequently, we believe the suggestion that Idaho's community colleges have exclusivity in providing programs that are focused workforce development represents a fundamental misunderstanding of the UI's mission as Idaho's land-grant university. While the UI is open to engaging with NIC in the delivery of the proposed A.S. degrees, the engagement must serve the best interests of the students and the industries that would benefit from the degrees. We respectfully disagree that such a partnership with NIC is necessary based upon our current understanding of NIC's regionally mandated focus and the resources needed to deliver the type of education and training industry desires.

[1] Advancing Technological and Fundamental Skillsets of Next Generation Forest Operations Workforces Through Enhanced Education and Extension, $225,000.

Boise State University

Abstains. Boise State has some serious reservations about UI offering AS degrees. This concern is not about the quality of programs, nor about UI's expertise and ability to deliver the programs. Instead, our concern is about "mission creep." The AA/AS degrees should be generally delivered by the 2-year schools. Thus, we defer to the Community Colleges in their assessment of the proposed new degrees. However, we would like to note that mission creep negatively affects all higher education institutions, whether it be community colleges offering 4-year baccalaureate degrees or 4-year universities offering specialized AS/AA degrees.

While the UI generally agrees with Boise State University's (BSU) philosophical assessment, it should be noted that all three proposed A.S. degree programs require very significant resource allocations to effectively deliver to meet industry and stakeholder needs. The UI currently has the capacity to offer the three degree programs with no additional general education funding and only minor internal reallocations (e.g., course staffing) within the College of Natural Resources. The UI suspects that community colleges attempting to offer any of the three proposed A.S. degrees would require significant additional general education funding and/or substantial reallocation of their current institutional resources to deliver in the same capacity as UI.

We respectfully submit that such additional general education funding or reallocation of institutional resources would be an inefficient and a wasteful use of resources considering the UI has nearly all of the resources now in place to deliver the three A.S. degrees in a fashion that is best for students and industry. Allowing each community college to develop and offer the proposed A.S. degrees to cover statewide needs would be inconsistent with Idaho Code § 33-113, which was enacted to "prevent wasteful duplication of effort" across higher education institutions.

The UI disagrees with BSU's perspective that the three proposed A.S. degrees would introduce mission creep. Mission creep is defined as the *gradual shift in strategic objectives frequently resulting in an unresolved conflict or open-ended commitment* (Oxford English Dictionary). The three proposed A.S. degrees fit exceptionally well by leveraging UI's obligation to deliver statewide B.S.-level degree programs that meet the workforce development needs in the natural resources industries (i.e., no shift in strategic objectives), which the UI has done for more than 100 years. Nor should the three proposed A.S. degrees be perceived as potentially resulting in unresolved conflict or open-ended commitment at the UI. The degrees were carefully planned and designed using direct input from industry stakeholders with all necessary resources in place for effective and efficient delivery. Students earning any of the three proposed A.S. degrees could, if they desired, enter rather seamlessly into corresponding B.S. degrees offered by UI.

Reflecting this commitment to being responsive to student and industry needs, all B.S. programs in the Department of Forest, Rangeland and Fire Sciences are accredited by professional societies (e.g., Association for Fire Ecology, Society of American Foresters, Society for Rangeland Management, Society of Wood Science and Technology). The College of Natural Resources intends to work with the Society of American Foresters (SAF) and professionally accredit each A.S. program under SAF's *Forest Technology* Standard. Such accreditation emphasizes quality and will help position each degree within their respective industries, helping students be more competitive in the job market. As specified by SAF, to meet the *Forest Technology* standard, programs must have [1] clear program purpose and learning outcomes, [2] adequate resources, including advising, [3] adequate levels of faculty and staff to support program (minimum of two faculty with disciplinary expertise with at least one degree in forestry), [4] support the learning environment with computers, specialized software, spatial information

technologies, specialized equipment, access to appropriate outdoor sites for experiential learning and development of field skills, and [5] have a curriculum focused on four major areas - ecology and biology, measurement of forest resources, forest resource policy, economics, and administration, silviculture and forest measurement. We contend that the UI is the only institution in the state that can effectively meet these professional accreditation standards using existing resources.

If the UI were to offer a generic A.S. or A.A. degree that is composed of general education requirements and coursework selected from elective courses in the student's area(s) of interest, then mission creep would certainly be an issue of concern as elective course are indeterminant with regard to resource needs. That is not what is being proposed by UI in this instance.

College of Southern Idaho

The College of Southern Idaho opposes the approval of the three Associate of Science Degrees submitted on 2.5.2022 for comment: Wildland Fuel and Fire Technology, Forest Nursery Management and Technology, and Forest Operations and Technology. All three are obvious forays into the community college mission as defined by Idaho statute and further described in Idaho State Board of Education policy. They also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs. While they are indeed submitted as transfer programs, we question where they would transfer to. They appear to be terminal degrees as evidenced by the arguments around "industry supported." UI has no legal standing to offer CTE programs; these appear to be transfer degrees in name only. Even the proposals themselves include AAS language, and the curriculum seems to indicate that 20 credits of General Education were simply tacked on to the originally crafted AAS curriculum. [Torrey has advised me that this is not the case.]

As the sole authorized provider of associate degrees, CTE programs, workforce training, and (according to SBOE policy III.Z. and Idaho statute) lower division (including baccalaureate) postsecondary instruction in Region I, North Idaho College should at a minimum be provided a right of first refusal for all of these programs. Further, we would advocate for the most cost effective access to these programs as possible, something NIC can easily accomplish when compared to UI. Understanding that UI may have current facilities, operations, and other resources to support these programs provides an excellent opportunity for a collaboration, rather than a subordination or competition.

As Idaho's Land Grant Institution, UI has a particular, unique position and mission, and that is far from that of the community college. While Idaho community colleges have a clear, statutory endorsement to deliver bachelor's degrees, Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees, and in particular, CTE programming. While the case can be made that these are programs addressing workforce needs, those needs are best met through the Idaho community and technical colleges.

The College of Southern Idaho (CSI) presents that "Idaho universities (with the specific exception of Idaho State University) clearly hold no such literal authority to offer associate degrees." This statement inconsistent with SBOE policy III.Z. that specifically allows all state institutions to offer A.S. degrees. Boise State University, for example, offers both A.A. and A.S. degrees. The UI is currently the only state higher education institution that does not offer an A.S. degree.

We agree with the CSI that the UI is not allowed to offer A.A.S. degrees per SBOE policy III.Z.2.b.iii.2. The UI apologizes for any confusing language in the proposals that mention A.A.S. degrees as that was carelessly made in error.

CSI states that "They [proposed A.S. degrees] also represent (by virtue of their respective titles) what can reasonably be considered career technical education (CTE) programs." Here, CSI implies that any workforce-oriented degree offered by an institution is narrowly designated as a CTE program. The College of Natural Resources and other colleges at UI offer numerous B.S. degrees with titles that could reasonably be considered CTE programs if workforce-oriented degrees were narrowly defined as CTE programs (e.g., B.S. Fire Ecology and Management; B.S. Forest and Sustainable Products, B.S. Forestry, Forest Operations Emphasis; B.S. Wildlife; Conservation Law Emphasis).

As described in detail in the response to comments provided by NIC, workforce education and training is clearly mandated in the originating Morrill Act (1862) legislation creating the land-grant universities. In

this we would agree wholeheartedly with CSI's statement that "As Idaho's Land Grant Institution, UI has a particular, unique position and mission." That mission is clearly articulated in Section 4 of the Morrill Act (1862) that states the land-grant university is to "promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." To suggest that the proposed A.S. degrees that prepare students for the workforce should not be developed, utilize the resources and expertise, and not be delivered by the UI suggests a fundamental misunderstanding of the mission of the land-grant university.

CSI expresses that "While they [the proposed A.S. degrees] are indeed submitted as transfer programs, we question where they would transfer to." All three proposed A.S. degrees directly transfer to B.S. degrees offered by the UI. The proposed A.S. Forest Operations and Technology degree transfers into UI's B.S. Forestry, Forest Operations Emphasis degree. The proposed A.S. Forest Nursery Management and Technology degree transfers into several programs including UI's B.S. Forestry, Forest Biology Emphasis degree and B.S. Horticulture and Urban Agriculture degree. The proposed A.S. Wildland Fuel and Fire Technology degree transfers into UI's B.S. Fire Ecology and Management degree, as well as the B.S. Forestry, General Forestry Emphasis degree. The B.S. degrees mentioned above are available for CSI's and SBOE members' inspection in the UI's *General Catalog*.[2]

CSI remarks that "They [the proposed A.S. degrees] appear to be terminal degrees as evidenced by the arguments around 'industry supported.'" For decades, the College of Natural Resources has partnered closely with the natural resources industries in the State of Idaho and the curricula of eight of the College's B.S. degree programs are designed, in part, with direct input from industry participants and stakeholders.

The Morrill Act (1862), which established the land-grant university system, was enacted to educate the next generation workforce in agriculture, which comprises the natural resources fields, and mechanical arts. Educating the next generation workforce should not be based on developing degree programs that disregard industry needs. As such, the UI would expect that members of the SBOE would strongly encourage industry participation in the development of undergraduate certificates and degrees that benefit natural resources industries statewide. Indeed, the opening sentence of SBOE policy III.Z. states "The purpose of this policy is to ensure Idaho's public institutions meet the education and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." [emphasis added]

Under "Rationale for Creation or Modification of the Program" on the SBOE's *Proposal for Academic Degree and Certificate* form, which is the form used to submit each of the three proposed A.S. degrees, section 2.b. requires that the institution detail the "Workforce and economic need" for the proposed program. The institution is required to "Provide verification of state workforce needs that will be met by this program" and to "Describe how the proposed program will stimulate the state economy…." Section 2.c. of this form requires the institution to articulate the "societal benefits" that would accrue from offering the proposed program. Hence, the SBOE's own new program submission form implies that workforce development should be a component of any new degree program.

CSI contends that the delivery of the proposed degree programs would be most cost effective through NIC. The UI emphatically disagrees with this position. The UI requires no additional general education funding to deliver the proposed degrees. Establishing a partnership with NIC would very likely require

[2] catalog.uidaho.edu

new general education funding for NIC and/or NIC's reallocation of their current general education funding to support the program. It also severely limits the delivery of the proposed degree programs to one region in the state when the degrees are clearly intended to meet statewide industry needs.

NIC currently does not own, lease, or manage any capital resources that would contribute to the delivery of any of the three proposed A.S. degrees. Examination of course offerings in NIC's 2021-2022 *Catalog*[3] demonstrates that NIC offers no courses in either forest operations and technology or forest nursey management and technology. NIC offers a single apprentice-based course that addresses wildland fire (FST-100 Fire Service Technology). In sum, offering these degrees seems cost prohibitive for NIC, as well as for all other community colleges in the state, and the development of any such program would be duplicative in terms of capital and skill-building experiential resources already in place at the UI.

In addition, the College of Natural Resources incurs substantial annual costs to maintain their capital assets (e.g., UI Experimental Forest, Pitkin Forest Nursery, forest harvesting equipment). These costs are covered by the College through a combination F&A on research grants, income-producing activities (e.g., timber sales, seedling sales), endowments, and annual giving from donors. A joint program with NIC in delivering the proposed degree programs would require that the UI to either [1] significantly subsidize NIC's costs of delivery of a joint program or [2] require the UI to be financially reimbursed by NIC proportional to their use to deliver their component of the joint program. Either option would likely be cost-prohibitive for both institutions and, again, would require duplication of resources which runs counter to the SBOE's efforts to reduce or eliminate duplication of effort as mandated by Idaho Code § 33-113 (Limits of Instruction), which states that "The state board, in the interests of efficiency, shall define the limits of all instruction in the educational institutions supported in whole or in part by the state, and, <u>as far as practicable, prevent wasteful duplication of effort in said institutions</u>." [emphasis added]

Finally, and perhaps most importantly, a joint program in this specific case would not be student-centered. A partnership would result in the needless creation of an additional layers of administrative services to deliver the degree programs. Prospective students would be required to navigate through bureaucratic and duplicative administrative processes (e.g., recruitment, admissions, articulations, financial aid, student support functions) to earn their degree, which would likely negatively impact enrollments in the degrees and, consequently, provide a suboptimal outcome to the citizens of Idaho and the industries that would benefit from the three proposed A.S. degrees.

It should be emphasized that executive leadership at CSI and UI share the same philosophical belief that the best course of action in higher education should focus squarely on what is best for students and citizens throughout the State of Idaho and not on the institutions. At the January 26, 2022, Idaho State Legislature's Joint Finance-Appropriations Committee meeting,[4] CSI President Dean Fisher responded to an enrollment growth question by Senator Crabtree stating that "I think I understand the question … it's just my general philosophical thoughts about how we [CSI] get enrollment successfully accomplished and retained. I think one of the most fundamental things we've done at the College of Southern Idaho is to step back and make sure that any impediment, any barrier, anything that is just part of the bureaucracy that serves us but not the students, is eliminated."[5]

[3] catalog.nic.edu

[4] https://insession.idaho.gov/IIS/2022/Joint%20Finance-Appropriations%20Committee/220126_jfac_0800AM-Meeting.mp4 [at 0:22:20]

[5] https://www.kmvt.com/2022/01/27/csi-emphasizes-growth-during-budget-hearing/

SUBJECT

Program Progress Reports

REFERENCE

December 2013	The Board approved amendments to Policy III.G. that require institutions to provide a report on graduate programs approved by the Board.
December 2017	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
December 2018	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
October 2019	The Board approved a first reading of proposed amendments to Policy III.G. requiring review of all new baccalaureate degree programs at all public postsecondary institutions.
December 2019	The Board approved a second reading of proposed amendments.
April 2021	The Board was presented with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.9, Postsecondary Program Review and Approval

BACKGROUND/DISCUSSION

Board Policy III.G.9 requires all institutions to provide an initial progress report on new graduate and baccalaureate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline to determine when programs will be reviewed.

- Baccalaureate programs - reviewed after six years of implementation.
- Master's programs - reviewed after four years of implementation.
- Doctoral programs - reviewed after six years of implementation.

In accordance with Board Policy III.G.9.b, Boise State University (BSU), Idaho State University (ISU), and University of Idaho (UI) submitted the following progress reports for this review cycle.

Boise State University

- Master of Science, Accountancy (online)
- Bachelor of Science, Business and Economic Analytics
- Master of Science/Master of Economics
- Bachelor of Science, Games, Interactive Media, and Mobile
- Bachelor of Science, Imaging Sciences

Idaho State University

- Master of Arts, Teaching
- Master of Taxation

University of Idaho

- Bachelor of Science, Sustainable Food Systems
- 1st Year Law Program to Boise

IMPACT

Program progress reports provide the Board with updates on new baccalaureate and graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – BSU Progress Report – Online Master of Science, Accountancy
Attachment 2 – BSU Progress Report – Bachelor of Science, Business and Economic Analytics
Attachment 3 – BSU Progress Report - Master of Science/Master of Economics
Attachment 4 – BSU Progress Report - Bachelor of Science, Games, Interactive Media, and Mobile
Attachment 5 – BSU Progress Report - Bachelor of Science, Imagining Sciences
Attachment 6 – ISU Progress Report - Master of Arts, Teaching
Attachment 7 – ISU Progress Report - Master of Taxation
Attachment 8 – UI Progress Report - First Year Law Program to Boise
Attachment 9 – UI Progress Report - Bachelor of Science, Sustainable Food Systems

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University

The online Master of Science (MS) in Accountancy was approved by the Board in February 2017. The program projected 22 enrollments in the first year and projected an average of 64 graduates once the program was up and running. Based on actual numbers provided in the report, the program continued to maintain steady enrollment, reaching 53 enrollees and 24 graduates in year four; however, the program has not yet reached the initial enrollment and graduate projections as provided in the original proposal. BSU reports this was likely due to specific circumstances and gaps in education of students seeking admission into the program, ultimately leading to the need for students to take foundational courses before they could enroll and be successful in the MS in Accountancy

program. To provide students with options, BSU's Department of Accountancy introduced an online MS Accountancy Foundations program in Fall 2020. This allows students to take a set of additional courses before moving onto the courses in the online MS Accountancy. Enrollment numbers in the MS Accountancy Foundations program have reached 62 in FY22. Combining this number with the 51 students enrolled in the MS Accountancy online totals 113 for the combined programs in FY 22, which surpasses the projected number of 106.

The Bachelor of Science in Business and Economic Analytics program was approved by the Board March 2015. The program projected a minimum of 50 enrollments in the first year and over the subsequent six years. The program also projected a minimum of 10 graduates per year. Based on actual numbers provided in the report, the program reached enrollment projections by year four and has maintained steady enrollment over the years, exceeding projections with 73 enrollments in FY22. BSU also reports that the number of graduates has also remained steady and reached graduate projections in FY19 and FY20, although there was a dip in FY21. The program provided that this was likely due to the effects of the pandemic.

The Master of Science in Economics and Master of Economics were approved by the Board in December 2016. The program projected 16 enrollments in the first year and projected an average of eight graduates once the program was up and running. Based on actual numbers provided in the report, the program had slight increases in enrollment over the years, reaching 15 enrollments in FY22 and 4 graduates in year four; however, the program has not reached initial enrollment and graduate projections as provided in the original proposal. BSU states that this was partially due to somewhat unreasonable enrollment projections for a thesis-based and research focused master's program. BSU reports that the combined program was placed in the fifth quintile during program prioritization in 2020-2021. The program developed an action plan and identified strategies that will improve enrollment and graduation rates, and enhance curriculum and marketing of the program.

The Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) was approved by the Board in April 2015. The program projected a minimum of 200 enrollments once the program was fully up and running. BSU determined that the program was considered up and running by year three. Based on actual numbers provided in the report, the program exceeded enrollment in year three with 223 enrollments and 254 enrollments in year four. For number of graduates, BSU initially projected a minimum number of 40 per year, once program is fully up and running. While initial numbers were not met by year three, the program reports that number of graduates has been increasing. Projections were met in year five of the program with 48 in FY21.

The online Bachelor of Science in Imaging Sciences was approved by the Board in April 2015. The Imaging Sciences program projected a minimum of 200

enrollments and 180 graduates by year three. Based on actual numbers provided in the report, the program had 135 enrollments in FY21 with 41 graduates that same year. While the program has not reached initial enrollment and graduate projections as provided in their original proposal, BSU reports that the program has maintained solid increases. There has been a total of 412 student enrollments and 196 graduates, with 132 students currently enrolled.

Idaho State University

The Master of Arts in Teaching was approved by the Board in December 2016. The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While projections were not provided, the program proposal did provide a statement indicating the program anticipated 20 enrollments in the first year. Based on the actual numbers provided in the report, the program exceeded expectations enrolling 27-58 students over a three-year period with 60 students currently enrolled. The program had 25 graduates in year four.

The Master of Taxation was approved by the Board in February 2017 and implemented Fall 2018. The program projected 24-34 enrollments over a six-year period and 22-32 graduates. Based on actual numbers provided in the report, the program did not meet enrollment and graduate projections. This was due, in part, to loss of a faculty line and lack of faculty resources to offer the curriculum. At the end of FY20, the program stopped enrolling students and at the end of this semester, ISU plans to discontinue the program.

University of Idaho

The expansion of the first year Law program to Boise was approved by the Board in February 2017. This expansion was part of the dual-location model that the University developed with the Board's approval under a three-phased approach.
Year two of the program was approved October 2012 and year three in August 2008. The dual-location model provides students with opportunities to take all coursework required to earn the Juris Doctorate degree at either the Moscow campus or the Boise campus, or a combination of both. For the purposes of this review cycle, this report is only providing progress on the initial expansion of the first year program. It is important to note that the original program proposal submitted to the Board provided enrollment and graduate projections combined for both Moscow and Boise options. Based on the actual numbers provided for Boise only, the program had 143 enrollments at the time of implementation with increases each year reaching 251 by year five. The Boise location had 45-93 graduates over a four-year period.

The Bachelor of Science in Sustainable Food Systems was approved by the Board in March 2015. The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While

projections were not provided for that time period, the program proposal did include a statement indicating the program anticipated 12 initial enrollments with 10-12 graduates per year after year four. Based on the actual numbers provided in the report, the program did not meet enrollment or graduate projections. The program recently updated their curriculum to reduce the number of credits to 120 based on student feedback with hopes of broadening the audience for this interdisciplinary program. There are also efforts underway to alleviate confusion with an existing Urban Agriculture major that may have been a factor in the lower enrollment numbers.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Boise State University
Program:	MS Accountancy (online)

Elements for Report

1. Executive Summary of the program report

The Master of Science in Accountancy online accountancy program was approved by the Idaho State Board of Education in February 2017. The program serves the needs of people wanting to sit for the Certified Public Accountant (CPA) exam, but do not have the required number of academic credits to sit for the exam (which requires having 150 credit hours) and are also unable to attend in-person. Offering the master's program both in person and online helps the university meet a core theme of providing "students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable." As shown below, enrollments and the number of graduates have not yet met the projections made in the proposal. One reason for this was that many students who wanted to enter the program had varying background and gaps in their education, and thus, needed to take foundational courses before they could enroll and succeed in the MS Accountancy program. Thus, effective Fall 2020, Department of Accountancy introduced MS Accountancy Foundations (Online) program in which students take a set of additional courses before moving onto the courses in MS Accountancy (Online). Enrollment numbers in the MS Accountancy Foundations program already reached 62 in FY 22, which is not shown below. Thus, there is a total of 113 (62 + 51) students enrolled in combined MS Accountancy Online programs in FY 22, surpassing the projected number of 106. We also expect that the number of graduates will increase substantially in a couple of years when both programs are more mature.

2. Brief overview of the program

The Master of Science in Accountancy online accountancy program curriculum is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. The program benefits the Idaho economy by keeping residents in the state while they participate in the program and maintain their current job(s). The program offers a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2018**	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	12	36	49	53	51
Projected (Fall headcount)	22	90	106	106	106

Number of Graduates	**Implementation Year: FY2018**	FY2019	FY2020	FY2021	FY2022
Actual	0	4	22	24	Not Available
Projected	0	8	68	63	63

ATTACHMENT 1

Projected Enrollments and Graduates from original proposal for reference:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Accountancy (ONLINE)											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
22	90	106	106	106	106	0	8	68	63	63	63

ATTACHMENT 2

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Boise State University
Program:	BS Business and Economic Analytics

Elements for Report

1. Executive Summary of the program report

The Bachelor of Science in Business and Economic Analytics program was approved by the Idaho State Board of Education in March 2015. This collaborative program, co-owned by ITM&SCM and Economics Departments, is designed to produce data scientists who will help address the growing challenge presented by *big data*, a term that refers to large and complex data sets that are difficult to process using traditional methodologies. Graduates will have demonstrated competence in a core skillset required for a career as a data analyst. The Bachelor of Science in Business and Economic Analytics program has maintained a steady enrollment, higher than originally projected in (FY22). The number of graduates exceeded projected levels by year four of the program (FY19). The actual number of graduates remained steady and in alignment with projections for two years (FY19 and FY20) although there was a dip in FY21, likely partially due to the effect of the pandemic.

2. Brief overview of the program

The Bachelor of Science in Business and Economic Analytics is housed in the Department of Information Technology & Supply Chain Management in the College of Business and Economics. It is operated and managed in collaboration with the Department of Economics. The data scientists the program produces have a deep understanding of econometrics and data modeling and are capable of spanning the gap between abstract mathematical constructs and actionable information. The data scientists are capable of solving complex problems making use of their expertise in (1) statistical methods and econometrics, (2) database design, structure, and implementation, (3) computer scripting languages, and (4) core business and economics concepts.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2016**	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	19	39	40	52	42	43	73
Projected (fall headcount)	50	50	50	50	50	50	50

Number of Graduates	**Implementation Year: FY2016**	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	3	8	10	10	2	Not Available
Projected	0	10	10	10	10	10	10

ATTACHMENT 2

Projected Enrollments and Graduates from original proposal – for reference

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	Projected a minimum enrollment 50 students			Project a minimum number of graduates will be 10 per year			10 per year

ATTACHMENT 3

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Boise State University
Program:	MS/Master's Economics

Elements for Report

1. Executive Summary of the program report

The Master of Science (MS) in Economics and the Master of Economics (M.Ec) were approved by the Idaho State Board of Education in December 2016. The two graduate programs have the same core requirements while providing students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods. Actual enrollment and graduate numbers (shown in the table) are below the projected numbers provided in the program proposal. Partially this is due to somewhat unreasonable enrollment projections for a thesis-based and research focused master's program. Based on a quick analysis, out of 18 thesis-based (non-professional) master's programs at Boise State University, master's in Economics has a larger enrollment and cohort size than half of them in fall 21.

This combined program was placed in the 5th quintile during Program Prioritization in 20-21. Thus, the program identified and / or completed following actions to improve enrollment and graduation based on their program prioritization action plan:

- Work with regional universities to better connect with their undergraduate programs. The program has successfully connected with Idaho State University and has participated in a graduate college fair organized by BYU.
- Better publicize the graduate programs and certificate in econometrics:
  - Created and posted print materials adverting the programs across campus
  - Added video FAQ to graduate program website
  - Added job placement information of graduates to graduate program website
  - Adding student testimonials to graduate program website
- Filled retiring faculty position by a new visiting faculty member with expertise to offer a wider array of graduate electives and graduate thesis supervision.
- Market and publicize *Econometrics Graduate Certificate* and utilize it as a pathway into the Economics master's programs.
- Establish more balanced distribution of graduate electives in order to help students graduate on time.

2. Brief overview of the program

The MS in Economics and M.Ec of Economics programs prepare students for careers that regularly use economic concepts and quantitative methods to analyze and solve real-world problems faced by businesses, government, and society. Graduates are capable of conducting independent analyses, and use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.

3. Enrollment and Graduates

Please note that the data in the tables below reflects combined enrollment and graduate numbers in the two tracks of the MS/Master's in/of Economics.

ATTACHMENT 3

Enrollments	Implementation Year: FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	7	8	9	12	15
Projected (fall headcount)	16	26	31	37	41

Number of Graduates	Implementation Year: FY2018	FY2019	FY2020	FY2021	FY2022
Actual	2	1	6	4	Not Available
Projected	0	2	8	10	12

Projected Enrollments and Graduates from original proposal for reference:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MS in Economics and Master in Economics (M.Ec.)											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23	FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23
16	26	31	37	41	42	0	2	8	10	12	12

ATTACHMENT 4

NEW PROGRAM REVIEW

Idaho Board of Education

Institution:	Boise State University
Program:	BS Games, Interactive Media, and Mobile

Elements for Report

1. Executive Summary of the program report

The Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) was approved by the Idaho State Board of Education in April 2015. The GIMM program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The GIMM program's actual enrollments exceeded enrollment projections at year four of the program (FY19). Enrollments have been steadily increasing year over year. The actual number of graduates has also been increasing and met projections at year five of the program (FY20).

2. Brief overview of the program

The Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) is a broad transdisciplinary program that draws its faculty and expertise from four different academic units (Art, Computer Science, Information Technology & Supply Chain Management, and Educational Technology). The program provides a broad, comprehensive, and technologically focused program of study that includes courses in game development, interactive media creation, mobile application development, information technology management, art and graphic design. The program produces client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	41	122	176	223	254	250	224
Projected (fall headcount)				200	200	200	200

Number of Graduates	Implementation Year: FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	0	0	18	38	48	Not available
Projected				40	40	40	40

Projected Enrollments/Graduates from original proposal for reference

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	

ATTACHMENT 4

Boise State BS in Games, Interactive Media, and Mobile	Projected a minimum overall enrollment of 200 students, once the program is fully up and running	Project that the minimum number of graduates will be 40 per year, once the program is fully up and running	40 per year

ATTACHMENT 5

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Boise State University
Program:	BS Imaging Sciences

Elements for Report

1. Executive Summary of the program report

The Bachelor of Science in Imaging Sciences (BSIS) program was approved by the Idaho State Board of Education in April 2015. The BS in Imaging Sciences is a fully online degree completion program. This program meets the needs of working professionals in the state of Idaho and across the nation in medical imaging sciences who are able to seek promotion and job advancement due to having a Bachelor of Science degree. Only students holding at least an associate's degree in the field of medical imaging sciences and current credentials from the American Registry of Radiologic Technologists or equivalent are admitted into the program. As shown below enrollments are solid in this program and increasing. There are 132 students currently enrolled in FY 2022. Similarly, number of graduates are gradually increasing although falls short of the projections.

The original projections for the BSIS program were established by Everspring marketing company who was subsequently not retained for marketing and recruitment measures. We envisioned and still aim to enroll up to 100 new BSIS students each fall and spring semesters. The Boise State Extended Studies continues to hone its marketing and recruitment methods to focus on the eligible audience for the BSIS program. There have been 412 total students enrolled in the BSIS program, with 196 graduates and 132 currently enrolled, the program holds a higher than national average 79.6% retention rate. Faculty, student success coaches, and the BSIS program director work hard to establish manageable program progression plans for each student. COVID-19 has hindered many students from beginning and others from continuing due to personal or family illness and/or workload and family demands. The program stays in contact with stop-out students to create return-to-graduation plans and has been successful in helping many students return to complete their degree.

The BSIS program is working with Extended Studies and the School of Allied Health Sciences (SAHS) to advance marketing efforts in the clinical realm. Many BSIS students come from word-of-mouth referrals. Focus is being given on working with state and local healthcare facility educational offices, medical imaging directors and continuing education officers to identify methods in which Boise State can be a resource for their employees to complete a bachelor degree. The is hope of hiring a full-time recruiter that will facilitate recruitment efforts in both the clinical and educational environments to market the BSIS and other online SAHS programs.

With national deficits in qualified employee candidates in all modalities of medical imaging, the Department of Radiologic Sciences will propose this spring 2022 to expand Boise State's campus borders to offer programs for those interested in new medical imaging credentialing opportunities. Unlike the BSIS program, which provides a method for student to remain in their current field and complete a bachelor degree, the Advanced Medical Imaging (AMI) program will provide opportunities for students to move into a new field of focus. The Department of Radiologic Sciences will now regionally and nationally offer students the option to complete a BS degree and/or move into a new modality of medical imaging.

2. Brief overview of the program

The Bachelor of Science in Imaging Sciences learning outcomes include: promoting a safe environment for the patient, self and others by providing useful patient education, contributing with an informed and educated perspective as a health care provider and recognizing an imaging technologists overall inter-professional and social impact on patient outcomes; effectively analyze resources and advance research within the profession to promote life-long learning and knowledge sharing, and employ critical thinking and decision making strategies in leveraging technology to improve quality and efficiencies within the health care system. The BSIS program is a degree completion program for credentialed medical imagers wishing to remain in their field of focus and complete their bachelor degree for advancement opportunities.

3. Enrollment and Graduates

Enrollments	**Implementation Year: FY2016**	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	5	34	61	81	89	135	132
Projected (fall headcount)			200	200	200	200	200

Number of Graduates	**Implementation Year: FY2016**	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	8	22	26	42	41	57(F21only)
Projected			180	180	180	180	180

Projected Enrollments and Graduates from original proposal for reference

Institution	**Relevant Enrollment Data**			**Number of Graduates**			**Graduate Rate**
	Current (Fall 2014)	Year 1 Previous	Year 2 Previous	Current (2013-14)	Year 1 Previous	Year 2 Previous	
BS in Imaging Sciences	Projected enrollment of ~200 incoming students per year by 3rd year of program			Project roughly 180 graduates per year by 3rd year of program			~ 180 graduates per year

ATTACHMENT 6

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Idaho State University
Program:	MA Teaching

Elements for Report

1. **Executive Summary of the program report**
   - The MAT program was originally designed to support the growing need for qualified teachers for Idaho schools, and it has grown to support the need for certified teachers all over the country.
   - Enrollment has exceeded expectations. Anticipated number of accepted students was 20 per academic year. The program is averaging 40 new students each academic year.

2. **Brief overview of the program**
   Through the MAT program, candidates can receive both a Master's Degree and Idaho Teacher Certification in as little as four semesters.

   Two different options are available leading to Idaho Teacher Certification, both requiring a bachelor's degree for admission. Neither requires any previous teaching experience.

   - Alternate Authorization: This option is for teachers in the state of Idaho who have been hired without certification (emergency hires/alternative authorization). This option is completed within 3 years.
   - Traditional Option: This option is for candidates with a bachelor's degree who would like to pursue Idaho Teacher Certification. This option can be completed in four semesters.

3. **Enrollment and Graduates**
   a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY__18__	FY__18__	FY__19__	FY__20__	FY_21__	FY__22__
Actual (fall headcount)	0	6	27	48	58	60

Number of Graduates	Implementation: FY_18___	FY__18__	FY__19__	FY__20__	FY_21__	FY__22__
Actual	0	0	1	25	17	*

*No data to report.

ATTACHMENT 7

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	Idaho State University
Program:	Master of Taxation

Elements for Report

1. Executive Summary of the program report

The Master of Taxation program was implemented in Fall 2018. Based on internal review processes, this program stopped enrolling students at the end FY 2020. Enrollments and graduates never met projections. In addition, due to the loss of a faculty line, faculty resources are insufficient to offer the curriculum.

2. Brief overview of the program

The Master of Taxation degree complemented ISU's undergraduate and graduate accounting programs. The program built on existing courses from the Master of Accountancy and Master of Business Administration programs and required four new tax graduate-level courses. The program was offered in Pocatello.

3. **Enrollment and Graduates**

a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY__18__	FY__19__	FY__20__	FY__21__	FY_22__	FY__23__
Actual (fall headcount)	2	7	2	0	-	-
Projected	24	26	28	30	32	34

Number of Graduates	Implementation: FY_18___	FY__19__	FY__20__	FY__21__	FY_22__	FY__23__
Actual	2	6	2	0	-	-
Projected	22	24	26	28	30	32

*No data to report.

ATTACHMENT 8

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	**University of Idaho**
Program:	**1st Year Law Program to Boise**

Elements for Report

1. Executive Summary of the program report
   The College of Law enrolled its first class of first-year law students in Boise in Fall 2017, and that class graduated with a J.D. degree in Spring 2020. Every year since Fall 2017, the College of Law has enrolled first-year law students in both Boise and Moscow, with similar class sizes and entering credentials in both locations. In Fall 2020, upon the closure of Concordia University School of Law, the College of Law admitted approximately 100 second-year and third-year transfer students into the Boise location, temporarily increasing the total student body size in Boise in FY21 to 264 students and in FY22 to 251 students. In future fiscal years, the College anticipates enrolling about 80 first-year law students in Boise each fall, for a total anticipated Boise student body size of about 240 students. In December 2021, in order to accommodate growing demand from law school applicants, the College relocated its Boise operations from the Idaho Law and Justice Learning Center to the 501 W. Front Street Building. To date, the College of Law's accreditor, the American Bar Association, has determined that the College of Law's Boise operations comply with accreditation standards.

2. Brief overview of the program
   The University of Idaho, College of Law, expanded curricular offerings at the Boise campus of the University of Idaho College Law by offering first-year law courses at that campus. This expansion completed the dual-location model that the University of Idaho has been developing with the Board's approval and under its supervision since 2008. The dual-location model permitted students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

3. Enrollment and Graduates
   a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Actual (fall headcount) (Boise only)	143	160	180	264	251	
Actual (fall headcount) (Boise and Moscow)	310	314	335	461	436	

Projections (Boise and Moscow)	310	320	330	340	340	

Number of Graduates	Implementation: FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Actual (Boise only)	45	39	56	93		
Actual (Boise and Moscow)	97	95	100	137		
Projections (Boise and Moscow)	95	90	115	115	115	115

ATTACHMENT 9

NEW PROGRAM REVIEW

Idaho State Board of Education

Institution:	**University of Idaho**
Program:	**Sustainable Food Systems**

Elements for Report

1. Executive Summary of the program report

   The Sustainable Food Systems (SFS) degree at University of Idaho was designed and initiated to take a wholistic approach to the study of food, which is required to solve the increasingly complex issues around food security. The major was initiated in 2017, and the curriculum was recently updated (2021) to better reflect the diversity of student interests in the degree program. SFS is truly an interdisciplinary program, and the updated curriculum provides students with more options of campus-wide elective courses relating to sustainability and food. In addition, a SFS minor was created (approved in Fall 2021) to serve students who want to know more about food systems but also want to gain greater disciplinary depth in specific areas within or outside of the College of Agricultural and Life Sciences (CALS). Over the past 3 years, relationships have been established with CALS Admissions Counselors with regular contact from instruction to provide updates, information and recruitment materials to increase knowledge of this degree option.

2. Brief overview of the program

   The Sustainable Food Systems is a college-wide major that takes an interdisciplinary approach to the study of food and farming systems. The degree is designed to provide a science-based understanding of the many facets of food- from sustainable production, food chemistry and safety, to policy and marketing. Students tie everything together in sophomore and senior level courses that explore local, regional and global food systems. Many laboratory-based courses offer hands-on experience, and students may specialize in specific areas of the food system. Students gain hands-on experience through required practicum courses and internships, and can put concepts taught in courses to work while operating the campus certified organic farm.

3. Enrollment and Graduates

   a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Actual (fall headcount)		3	2	2	3	5
Projections		2	10	10		

Number of Graduates	Implementation: FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021

ATTACHMENT 9

Actual		0	0	1	1	1
Projections				10	10	10